Gain insight and training from experts in the legal field; learn how to untangle the complex legal language used in pleadings; take part in an interactive workshop that provides examples, explanations, and translations of notarial clauses; and develop successful tactics for interpreting in a courtroom environment.

**Saturday, February 21**
ATA will provide a full day of in-depth sessions on legal translation and interpreting, including a continental breakfast in the morning and a Networking Session following the final presentation. Attendees can earn points for the ATA Continuing Education Certification Program. Sessions will also be submitted for CIMCE credit in the States of California and Washington.

**Sunday, February 22**
SCATIA will provide a half-day of sessions on legal translation and interpreting.

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### Registration Form

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### Payment Options

**Both Days, February 21-22**

- **ATA/SCATIA Member**
  - Early-Bird (before February 13): $180 - Save $15
  - After February 13 and Onsite: $265 - Save $20

- **Nonmember**
  - Early-Bird (before February 13): $310 - Save $25
  - After February 13 and Onsite: $395 - Save $30

**Saturday, February 21**

- **ATA/SCATIA Member**
  - Early-Bird (before February 13): $145
  - After February 13 and Onsite: $215

- **Nonmember**
  - Early-Bird (before February 13): $260
  - After February 13 and Onsite: $330

**Sunday, February 22**

- **ATA/SCATIA Member**
  - Early-Bird (before February 13): $50
  - After February 13 and Onsite: $70

- **Nonmember**
  - Early-Bird (before February 13): $75
  - After February 13 and Onsite: $95

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**Join ATA and Save!**

Individuals who join ATA when registering for this seminar qualify for the ATA member registration fee. Contact ATA or visit www.atanet.org/membapp.htm for an application.

**Cancellation Policy**

Cancellations received in writing by February 13, 2004 are eligible for a refund. Refunds will not be honored after February 13. A $25 administrative fee will be applied to all refunds.

**2 Ways to Register:**

- Fax registration form to: (703) 683-6122
- Mail registration form to: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314

**Don’t Forget:**

- include payment with your form
- make your hotel reservations
- tell a friend about this event

To learn more about the Legal Translation and Interpreting Seminar, please visit www.atanet.org/legal or contact ATA at (703) 683-6100 or ata@atanet.org.
Features

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   *By Everette E. Jordan, Director of the National Virtual Translation Center*
   We pay a heavy price today when we find ourselves needing vast numbers of people capable of understanding several of the world’s more intricate languages and rendering what they read and hear into clear, concise, English, but the people just aren’t there.

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   *By Amanda Ennis and Lillian Clementi*
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16  **Maintaining a Vital ATA Chapter**  
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21  **ABRATES Associação Brasileira de Tradutores Holds Its First Conference**  
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   ATA’s Brazilian counterpart, ABRATES, held its first national conference. Those who were able to make it, and even those who weren’t, are eagerly awaiting next year’s encore.

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American Translators Association  
225 Reinekers Lane, Suite 590 • Alexandria VA 22314  
Tel: (703) 683-6100 • Fax (703) 683-6122  
E-mail: Chronicle@atanet.org • Website: www.atanet.org

Cover: Log cabin quilt variation—Pineapples—by Kathie Ratcliffe, Waterford, Va.
An Easy Reference To ATA Member Benefits

Your ATA membership has never been more valuable. Take advantage of the discounted programs and services available to you as an ATA member. Be sure to tell these companies you are an ATA member and refer to any codes provided below.

Business Owners Insurance
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 339-8316
cjones@hayscompanies.com or mdurig@hayscompanies.com
www.hayscompanies.com

Collection Services/Receivables Management
Dun & Bradstreet
Mike Horoski
(800) 333-6497 ext. 7226
(484) 242-7226
Horoskim@dnb.com

Credit Card Acceptance Program/Professional Services Account
NOVA Information Systems
Reference Code: HCDNA
(888) 545-2207 • (770) 649-5700

MasterCard
MBNA America
Reference Code: IFKV
(800) 847-7378 • (302) 457-2165

Life and Disability Insurance
Mutual of Omaha
(800) 223-6927 • (402) 342-7600
www.atanet.org/mutual.htm

Overnight Delivery/Express Package Service
UPS
Reference Code: C0000700415
(800) 325-7000
www.ups.com

Professional Liability Insurance
Hays Affinity Solutions (HAYS)
(866) 310-4297 • (202) 339-8316
cjones@hayscompanies.com or mdurig@hayscompanies.com
http://www.haysaffinity.com

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Washington Pension Center
(888) 817-7877 • (301) 941-9179

Website Development
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www.atanet.org/radtown

...And, of course, as an ATA member you receive discounts on the Annual Conference registration fees and ATA publications, and you are eligible to join ATA Divisions, participate in the online Translation Services Directory, and much more. For more information, contact ATA (703) 683-6100; fax (703) 683-6122; and e-mail: ata@atanet.org.
23  Medical Interpreting Online at UMass Amherst
By Edwin Gentzler and Roberto Gracia-Garcia
Instructors participating in the design and implementation of the first online medical interpreting course offered by the Translation Center at the University of Massachusetts reflect on their experience of teaching online and provide tips for successful e-learning training.

30  Techniques for Teaching Medical Translation into English
By Naomi James Sutcliffe de Moraes
A discussion of didactic methods for teaching medical and general scientific translation, including research, background reading, register, style, vocabulary, word collocation, and ambiguity.

37  The Translation of Foreign Concepts: The Case of the Maligned Translator
By Carmen Graizbord
Translating foreign concepts for which there are no equivalent terms in the target language is a challenge a translator faces more often than not.

39  Challenging Conventional Wisdom: A Corpus-Based Model for Interpreter Performance Evaluation
By Peter P. Lindquist
An interpreter is expected to produce significantly fewer errors when working from a second language into one’s native language. The preliminary findings of this corpus-based study of student interpreter performance in the simultaneous mode suggest that this native language advantage may be overstated.

44  Ribeiro Couto, His Own Translator
By Paulo Rônai, Translated by Tom Moore
Can poetry be translated into another language? The problem has given rise to much discussion, and is one of those which does not allow one to glimpse a satisfactory solution.

47  Translating Meat Cuts for Menus
By M. Eta Trabing
An outline explaining American cuts and methods of processing and cooking meats designed to help translators or interpreters who find themselves in this unenviable position!
About Our Authors...

Lilian Clementi is a French and German → English freelance translator and a member of ATA's Public Relations Committee. Contact: clementil@cs.com.

Amanda Ennis serves on ATA's Public Relations Committee. She is also an ATA-certified (German → English) technical/medical/marketing translator and adjunct faculty member of Kent State University's Institute for Applied Linguistics, where she teaches German translation and project management courses to students in KSU's M.A. in Translation program. Contact: germanoenglish@earthlink.net.

Henry Fischbach is a past president, honorary member, Gode Medalist, and co-founder of ATA. He was an ATA director for a quarter century, during which time he chaired various ATA committees. In March of 1969, he convened the constituent meeting that ultimately led to the association being incorporated as a membership organization. He is a former vice-president of the International Federation of Translators (FIT), and is currently vice-president of the American Foundation for Translation and Interpreting and director of The Language Service, ATA's first corporate member. Contact: info@thelanguageservice.com.

Edwin Gentzler is a professor of translation studies and director of the Translation Center at the University of Massachusetts Amherst. He is the author of Contemporary Translation Theories (London: Routledge, 1993), which has recently been issued in a second, revised version (Clevedon: Multilingual Matters, 2001) and been translated into Italian, Bulgarian, and Persian. He is the co-editor (with Maria Tymoczko) of Translation and Power (Amherst: University of Massachusetts Press, 2002) and serves as co-editor (with Susan Bassnett) of the Topics in Translation Series for Multilingual Matters. He received his Ph.D. in comparative literature from Vanderbilt University in 1990, and taught at Utrecht University in Holland and Warwick University in the United Kingdom before coming to the University of Massachusetts Amherst. Contact: gentzler@compil.umass.edu.

Roberto A. Gracia-Garcia works as a part-time English → Spanish translator for the Translation Center at the University of Massachusetts Amherst and as an instructor of medical interpreting. He received an M.A. in translation studies from UMass Amherst in 2003, a four-year degree in English → Spanish translating and interpreting studies (with minors in German and Russian) in 1999, and a pre-doctorate degree in translating and interpreting studies in 2002 from the University of Alicante, Spain. He has also taught Spanish and English in the U.S., Spain, and Greece. His research interests include medical interpreting and telephone interpreting. Contact: roberto.gracia@alumini.umass.edu.

Carmen Graizbord works as an English → Spanish translator and interpreter for San Diego City Schools. She has worked freelance for other organizations such as San Diego State University and San Diego Community College. She has been a certified ATA member since 1993. Contact: cgraizbo@mail.sandi.net.

Giovanna L. Lester served as president of the Florida Area Chapter of ATA from 2002-2003. A native of Brazil, she has been working as a translator since 1980. Her career includes nine years in international banking, 20-odd years as a language instructor, and three years in the Internet field as a manager creating, deploying, and editing content for banking and marketing companies. Contact: translanguage@iname.com.

Peter Lindquist is a doctoral student of translation and interpreting at the Universidad de Alicante in Alicante, Spain, and teaches at the University of Arizona in Tucson. His work focuses on materials development and interpreter training and evaluation. Past projects include design, production, and co-authorship of the “Interpaptes” series of multimedia training materials published by the National Center for Court Interpreter Testing Research and Policy. Contact: peterlindquist7@yahoo.com.

Corinne McKay is a freelance writer, interpreter, and ATA-certified (French → English) translator based in Fort Collins, Colorado. She translates a variety of business, legal, and educational documents and interprets in the Colorado county courts. A regular contributor to MultiLingual Computing and Technology magazine, she is also the editorial coordinator for the newsletter of the Colorado Translators Association (www.cta-web.org). Contact: corinne@translatewrite.com.

Tom Moore has been fascinated by the language and culture of Brazil since 1994. In addition to Portuguese, he translates from Spanish, French, Italian, and German. He is the music/media librarian at The College of New Jersey. Contact: querfloe@yahoo.com.

Naomi James Sutcliffe de Moraes was born in Detroit, Michigan, and completed a B.S. in mechanical engineering and her M.S in physics, both at UCLA. After graduation, she worked in the defense industry on radar and tracking projects before moving to Brazil. There, she began translating technical documents (Portuguese → English), fell in love with languages, and is now working toward a Ph.D. in Lusophone African literature at the University of São Paulo. She has a diploma in translation/interpreting from the Associação Alumni, where she teaches scientific, engineering, and medical translation. She is one of the two principals in the translation company Just Right Communications Ltda., based in São Paulo, Brazil. Contact: nmoraes@justrightcommunications.com.

Eta Trabing is the author of several dictionaries, including Foods and Cookery and the Manual for Judiciary Interpreters. Contact: ET2639@aol.com.
From the President

Scott Brennan

president@atanet.org

The Future

In this first monthly column for the ATA Chronicle, I would like to share with you my thoughts on how, over the next two years, the American Translators Association can best enrich the professional lives of working translators and interpreters. That, I believe, is the broadest statement of our mission.

I would like to see us pursue a three-point strategy of certification, a robust professional development program, and proactive public relations to advance our ideas in the national press.

ATA certification that sets a high standard for translation skill—through eligibility requirements, a rigorous examination, and continuing education—means that customers can rely on it. They can trust an ATA-certified translator to do the job right the first time, every time.

Translators and interpreters who are supported in meeting high standards through quality professional development are better representatives of the professions. They reflect well on our credential and on the status of translators and interpreters in the public’s mind.

When we educate our clients—through proactive public relations and, especially, their own experience with us—that an ATA translator or interpreter is someone to seek and pay a premium for, everyone benefits: greater status, greater income, greater job satisfaction.

In the end, it is a virtuous circle.

Our association possesses tremendous breadth and depth of knowledge and expertise. Literally hundreds of volunteers devote time and energy to ATA’s divisions, chapters, standing programs, and other initiatives. They are the ones to expand this strategy into such areas of special focus as languages of limited diffusion in this country, and ensuring that interpreters participate fully in the life of the association.

Divisions, in particular, provide a home for members within the larger association. They are where volunteers work to develop language- and subject-specific resources we can use every day at our desks or in the booth, through annual and midyear conference sessions, listservs, websites, and newsletters.

Finally, I am intrigued with two areas of opportunity that have opened up in the past year or so. First, I hope we can work more closely with our sister organizations in the United States and abroad. Second, our unprecedented media exposure over the past year has increasingly positioned ATA as an authority on language policy in the United States. A government advisory/coordination role is one we are now ready to take on.

Where do we want to be in three years, five, ten? What do we need to do, to get there? ATA’s board of directors will work intensively on long-range planning in the first two months of 2004. I’ll keep you posted.

ATA Board Director Jean Leblon Honored by French Government

The Republic of France presented one of its highest awards for academic achievement, the “Chevalier dans l’Ordre des Palmes Académiques,” to ATA Director Jean Leblon of Edmonds, Washington.

The Consul General of France, the Honorable Frédéric Desagneaux, France’s highest ranking official on the West Coast, traveled from San Francisco to present the honor to Leblon at a reception on December 3, 2003, at the Alliance Française de Seattle in the Good Shepherd Center in Seattle.

Jean Leblon was born in Belgium, where he spent his formative years. After immigrating to the U.S., he attended college in Kansas and received a doctorate in French philology and literature from Yale University.

Leblon has had a long and distinguished academic career, which includes his tenure as full professor and chairman of the Department of French and Italian Studies at Vanderbilt University in Tennessee. While there, he also served as director of Vanderbilt-in-France.

In addition to his numerous academic activities, Leblon has served in many related fields, including positions as a senior French terminologist for Microsoft Corporation and as a trainer and proficiency tester of French staff for the Peace Corps in Western Africa. Most recently, he was named by the Consulate General of France in San Francisco as one of its official translators.

In addition to his position on ATA’s Board of Directors, Leblon is currently the president and a board member of the Alliance Française de Seattle, a board member of the Seattle-Nantes Sister Cities Association, and past-president of the Northwest Translators and Interpreters Society.
From the Executive Director
Walter Bacak, CAE
Walter@atanet.org

Lunar Eclipse and Other Phoenix Highlights

Highlights from the 44th Annual Conference in Phoenix, last November 5-8, ran the spectrum, including a lunar eclipse during the closing reception.

The conference opened with an announcement, which made national news, of the official debut of the National Virtual Translation Center. Everette Jordan, the director of this federal initiative, gave a rousing keynote address to a standing-room-only audience on the government’s growing recognition of the importance of professional translators and interpreters. A few highlights: there is a potential for work for translators and interpreters within the federal government; translators will be able to work from their offices or homes (they do not have to travel to Washington, DC); assignments will not be limited to Arabic and languages of limited diffusion; and not all assignments will be classified, thus giving greater opportunity to more translators and interpreters. For more information, be sure to read the complete version of Everette’s speech (starting on page 9) and check out the NVTC website (www.nvtc.gov).

A special event at this year’s conference was the National Forum: Language and Healthcare in Crisis, sponsored by ATA and the National Council on Interpreting in Health Care. Coordinated by ATA’s Public Relations Committee, panelists represented the federal government, the American Medical Association, physicians, and interpreters. Attendees heard many cases demonstrating the need for qualified interpreters and translators in the medical setting, such as the tragic story of 13-year-old Griselda Zamora, who served as her parents’ interpreter for many years until the day she became too ill to speak. More on this session will be published in a future issue of the ATA Chronicle. This topic will continue to be in the spotlight, especially with the increase in non-English speakers in this country and the absolute life-and-death choices medical interpreters face daily.

Of course, the educational sessions continue to be the core activity at the conference. Thank you to the presenters at this year’s conference. In addition, I would like to thank the sponsors—TRADOS Corporation, NetworkOmni Multilingual Communications, Techno-Graphics & Translations, Inc., German Language Services, and LetSpeak.com—and the exhibitors for their important contributions to the overall conference experience.

Speaking of the conference experience, if you haven’t returned your evaluation form, please do. Attendee feedback truly shapes future conferences. In recognition of the importance of this feedback, each year a completed conference evaluation form is drawn with the winner receiving a complimentary registration to the next conference. The winner for the 2004 Annual Conference registration is Anne Hill de Mayagoitia—congratulations!

Looking ahead to this fall, ATA’s 45th Annual Conference will be held October 13-16 at the Sheraton Centre Hotel in Toronto, Canada. I can tell you now that the international flavor of Toronto’s vibrant downtown will be popular. Plan to attend the meeting and share your knowledge and expertise with your colleagues. Please consider giving a presentation at the Annual Conference. The call for presentations form for Toronto is online at www.atanet.org/conf_2004.

Finally, thank you to the 1,329 conference attendees. See you in Toronto!

In Memoriam:
ATA Past Treasurer, Secretary, and Director Eric McMillan

ATA Past Treasurer Eric McMillan died November 22, 2003, after a heart attack. Eric was 65. He had been an ATA member for 31 years and held several positions at the national and chapter levels. Most recently, Eric was ATA treasurer from 1999 to 2001, secretary from 1997 to 1999, and director from 1995-1997. He was also active with the National Capital Area Translators Association. He is survived by his wife Christine Windheuser, two children, and six grandchildren.

Eric was respected by all and will be missed.
Keynote Address: American Translators Association 44th Annual Conference

By Everette E. Jordan, Director of the National Virtual Translation Center

The following remarks were delivered to attendees during the Opening Session of ATA’s 44th Annual Conference in Phoenix, Arizona, November 6, 2003.

Good morning. It is truly a humbling experience to speak before you today. I’ve worked for many years as a government professional linguist, but will always consider myself a student of language. Several months ago, I had the occasion to speak with Scott Brennan (ATA president-elect) about a new undertaking that I was recently put in charge of. After further discussion, he asked if I wouldn’t mind speaking about this to the ATA, since that would be an obvious place to get the word out among a group of professional translators who might be very interested in helping out.

Of all of the luxuries we as Americans enjoy today, arrogance is one of the most expensive ones. I say this because for too many years we’ve expected the world to speak English and work in English when we’re involved. We pay a heavy price today when we find ourselves needing vast numbers of people capable of understanding several of the world’s more intricate languages and rendering what they read and hear into clear, concise, English, but the people just aren’t there. We want the world to speak English, but they seem to have their own ideas about that. A colleague once told me of an encounter she had with some diplomatic staff personnel from another country who said that one of the best weapons they have against Americans is the ability not to speak in English.

For years we have been asked, “How are you going to solve the language problem?” One way might be to stop looking at as if it were a problem that has a given solution. Foreign language doesn’t behave well in the problem-solution arena. I prefer to think of it as a challenge that needs to be met in as many forms as it presents itself, versus a problem that can be solved. It could be that the language we’re most adept at understanding is the wrong dialect, or that the usage of the language has evolved since 1968 when we got our degree, and the dynamic equivalents of “groovy” and “far out” don’t do for you what they used to.

We in the government are facing a challenge and I’m here today to ask for your assistance in helping us meet it. By the way, it’s hard. If it were easy we wouldn’t have to ask. However, this is a challenge that you, as an association of translators and interpreters, are uniquely qualified to help us tackle. Consider this first scenario. It’s a scene from the old “I Love Lucy Show” where Lucy is working on an assembly line wrapping chocolates. At first, the chocolates are coming in manageable numbers and at neatly spaced intervals for her to keep pace. In a relatively short amount of time, however, the number and frequency of the chocolates increases and she can no longer keep up, no matter how valiantly she tries. The results are quite comical and no one gets hurt. Now consider this scenario. There is a country at war, with its people at risk both at home and abroad. Information has been coming in that could help the country make critical decisions. Relatively quickly, however, the number, variety, and frequency of the information coming in increases to the point that the country is having a hard time keeping up. It is hoped that somewhere in this data lie key pieces of information required to resolve some long-standing questions. The problem is there aren’t enough people working the information, so it has to wait until someone can get to it. No happy ending has yet been written to this story.

One of the clearest illustrations of what’s involved in the translation field comes from a book on New Testament interpretation by Dr. Daniel J. Harrington, S.J. which states:

“The transfer of thoughts and feelings from one culture to another, especially when this involves moving from one language to another, is a very complicated process. Every effort must be made to capture the nuances of the words and motifs used in the source language if the translation is to have any claim to accuracy.” (Daniel J. Harrington, S.J., Ph.D. 1979. Interpreting the New Testament. Liturgical Press, p.42)

As it was stated in the introduction this morning, I am the director of an Intelligence Community activity known as the National Virtual Translation Center (NVTC). This organization comes under the guidance of the Assistant Director of Central Intelligence for Analysis and Production, Dr. Mark Lowenthal. Our mission is to provide timely and accurate translations for the federal government of material that may be related to counterterrorism or of...
a threatening nature to the United States and its people. In different words, the NVTC is here to handle the critical overflow information that current translation resources are unable to get to. We are taking the approach outlined by the director for Central Intelligence in the Strategic Vision for Intelligence Community Foreign Language Capabilities (DCI, May 5, 2003) that states:

“The Intelligence Community will seek all available means to increase the flow of timely, accurately translated material, so as to be of maximum utility to analysis and to the broad range of policymakers, and to increase the capability of its operational field personnel.”

In adapting to the new challenges presented by foreign language, the director of Central Intelligence gives further guidance in outlining two objectives in his strategic vision:

Objective 1 – Invest in People
Build and maintain a diverse workforce with the requisite foreign language, analytic, and technical skills to meet the critical and growing demand for language processing, analysis, and operational use throughout the Intelligence Community.

The NVTC is looking to engage the services of professional translators, active and reserve component military, university students and professors, full-time government employees who may be available from time to time, and retired persons who have worked in the field. Because our translation tasks are so varied, we will use our translators based on their availability, area of expertise, and possession of a security clearance, if required. Whereas, in the past, we did most of this by hiring people to work in very specific locations, the NVTC intends to use people where they are, anywhere in the country, when they are available.

The NVTC staff itself is rather diverse, in that we come from different government agencies and are working together to bring about a slightly different way of doing things within the Intelligence Community.

Objective 2 – Incorporate New Tools and Technologies
Collaborate with knowledgeable experts in the government and industry to identify the best available foreign language tools and technologies with a view towards early adoption and the broadest possible integration into the workflow.

We all know that we do this job with people. Communication between persons is probably the most human of endeavors. We cannot depend on technology to make judgments or discern meaning. This having been said, however, just as a craftsman has a selection of tools at his or her disposal, a translator must have tools as well. These tools range from online dictionaries and lexicons to what some people today refer to as translation memory. At any rate, we use a great deal of technology in the government when working with languages. The NVTC is looking to employ different language technologies as part of doing business. We also plan to make certain tools available to our translators, enabling them to tackle the task at hand in a more efficient manner.

Here’s where you all come in. We need folks like all of you, who not only have the highest levels of capability in foreign languages, but who also have the ability to translate both the written and spoken word into clear, concise English. There are many hands currently on this task, but the volume is so great that more help is needed. I’m aware that some here are already working with various government agencies providing invaluable assistance with these matters. The need for translators on the ground in the Middle East is great, but we also have a critical need for translators here. Instead of sending our translators overseas, we will use your skills right where you are, anywhere in the U.S.

Before working with us, it is important to know who is doing the hiring. The NVTC is an Intelligence Community activity that involves more than one agency. Although we take our daily guidance from the assistant director of Central Intelligence for Analysis and Production, the Federal Bureau of Investigation is our executive agent. As our executive agent, the FBI will support us by conducting language testing and background investigations on all translators involved with the NVTC. Because this information is U.S. Government property, U.S. citizenship is required. We have a website that is up for your viewing, further inquiries, and even as a means to submit your resume and ask a few questions. The website is www.nvtc.gov. For those interested in applying with us, don’t be surprised when you end up on an FBI website. As I mentioned a moment ago, they are doing our testing and security checks for us.

The diversity of the material to be translated requires a resource pool of people with different areas of expertise. It is possible that the different subject areas we will handle include science, medicine, economics, civil engineering, politics, military, aviation, chemical and biological issues, terrorism, and others.
The languages we require these skills in today and the foreseeable future are Middle Eastern, Far Eastern, and Southeast Asian. In addition to that, we are quite aware that threats can come to this country from anywhere and in any language, so we keep the door open for languages that are outside of the geographic regions I just mentioned. Because my time is limited today, I will refer those interested to our website at www.nvtc.gov. Hopefully, the site should answer most of your questions.

The spotlight is on this nation’s foreign language capability in a fashion that hasn’t been seen since the late 1950s. This time, the stakes are very high and our inability to translate information in a timely and accurate manner could come back to haunt us almost immediately. In the long run, we are hoping to reinvigorate the university system towards educating students in many of the world’s languages, but in the short run, we need to have as many eyes and ears on the task as possible. This is a matter of national security, and although I’m sensitive to the members of this profession who may not want to get mixed up in government issues, I cannot stress enough that this area is where your skills make all the difference. We have a lot of work that needs to be translated and an insufficient number of translators to do it. We need to get it done, quickly and accurately.

I will end my remarks with a quote from George Tenet, the director of Central Intelligence, concerning this nation’s foreign language challenge.

“The capability of the IC to process and operate in a large number of foreign languages is fundamental to the achievement of our intelligence objectives and missions. The demand for foreign language skills has only increased following the September 11, 2001 attacks on the U.S., the subsequent global war on terrorism, and the liberation of Iraq. These language capabilities cannot be established overnight. They must be carefully managed.”

Some years ago, a colleague of mine and I came up with some words to describe the job that a government “language analyst” performs on a daily basis. Even though what you’re about to hear might be thought of as humorous, it does cover a number of skills that are required of someone in the federal service working intelligence issues. The piece is styled after a famous Gilbert and Sullivan patter song and is entitled “A Modern Language Analyst.”

I am the very model of a modern language analyst
I scan and translate info that the average person might have missed.
I’m quite adept at understanding language spoken quite absurd
If modesty permits me, I’m a master of the garbled word.

I’m very well acquainted, too, with leaders quite political
And deal with situations from the mundane to the critical
I’ve heard the best and all the rest and dabbled in analysis
While trying to avoid the dreaded translator paralysis.

I’d like to think my studies have equipped me to work miracles
To tackle concepts ranging from the humorous to lyrical
I’ve met and mastered every grammar point designed to trip me, all
The adjectival short-form passive future participials.

It’s safe to say I know my subjects by their name without a doubt
I keep them on a list to say what’s hot, what’s not, what’s in, what’s out
My scientific knowledge must be stunningly meticulous
My slang and techno-jargon, all stupendously ridiculous.

For all and any question you encounter in this lurking trade
Consider me a living, breathing, walking, talking, language aid.
So when you need someone to translate what mere mortals might have missed,
Just call on me, the model of a modern language analyst.

Thank you.
American Translators Association
44th Annual Conference
November 5-8, 2003
Pointe South Mountain Resort
Phoenix, Arizona
American Translators Association
44th Annual Conference
November 5-8, 2003
Pointe South Mountain Resort
Phoenix, Arizona
Yes, that was a starting gun you just heard: the new School Outreach web pages are off and running! If you’re interested in speaking to students on careers in translation and interpretation, forget reinventing the wheel. You’re now only a few clicks away from easy access to tips, handouts, links, and presentations collected from nearly 50 generous and creative ATA members.

New Pages Launched at Conference Panel in Phoenix

The new pages were officially launched on November 7, 2003, during the “Grassroots Activism: School Outreach” panel at ATA’s Annual Conference in Phoenix. Jill Sommer, our talented School Outreach web designer, kicked off the session with a quick tour of the new pages. Lillian Clementi provided tips on elementary school presentations based on her comical Career Day misadventures with a Secret Service agent, followed by Dorothee Racette, who shared her hard-won insights on overcoming adolescent “aaaaatituuude” in speaking to middle school audiences. Amanda Ennis spoke on presenting to high school audiences, urging attendees to use self-deprecating humor and scrupulous honesty in order to avoid triggering the “incredibly sensitive BS meters” of teenage audiences.

Courtney Searls-Ridge brought down the house with two new video-tapes on T&I careers suitable for both high school and university audiences. The first, on court interpreting, featured past ATA President Ann Macfarlane in a delightful cameo role as an attorney, and the second, which profiles in-house translators at Wizards of the Coast, will strike an instant chord with every teen who loves video games and fantasy—which is nearly all of them. These two videos, along with others on careers using languages, will be available within the next few months through the T&I Institute in Seattle. Contact Courtney at courtney@seanet.com for more information.

What You Can Do

We really hope that by now you’re ready to get cracking. If you are, we just happen to have a few ideas for you.

1. Get out there and start talking. In response to the Phoenix panel, attendee Jan Clayberg remarked, “This was wonderful. I never really thought I could do this before, but now I think I can…”

—Jan Clayberg, after being introduced to the School Outreach web pages.

2. Help form a virtuous circle. Once you start doing this, you’re bound to get some new ideas. Don’t keep them to yourself! Use the “Feedback Link” on the School Outreach Welcome Page and send your new material to us so that we can post it on the website for the next crop of speakers.

3. Join the new school outreach speakers bureau. Although speaker requests from schools have been sporadic until now, we’ll be doing our best to increase demand, and we’ll need your help to meet it. A speakers bureau is the obvious next step. Here’s how it would work: ideally, ATA will have a regional school outreach coordinator for each chapter and affiliated group, and each coordinator will have a roster of locals who are willing to consider invitations to speak. Whenever ATA Headquarters receives a request, it will be forwarded to the appropriate coordinator, who will then relay it to the roster of local speakers to see if there are any takers.

Being on the roster won’t mean signing your life away: it simply means that you’re willing to get the occasional e-mail or phone call from your regional coordinator. We’re hoping to recruit enough people from each region to prevent anyone from being overloaded. If you’re interested in being part of the speakers bureau, please contact us at clementil@cs.com or germantoenglish@earthlink.net, or e-mail Mary David, ATA’s chapter and division relations manager (mary@atanet.org).

4. Work in the wings. If you like the idea of school outreach, but the thought of speaking before an audience of any age or size makes you break out in a cold sweat, there’s still plenty you can do. Consider job shadowing, mentoring, or staffing a booth at a job fair. If you prefer organizing, try working backstage as a school outreach coordinator.

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Maintaining a Vital ATA Chapter

By Corinne McKay

Would your ATA chapter like to nearly double its membership and quadruple its treasury within the next year and a half? Giovanna Lester, past president of the Florida Chapter of ATA (FLATA, www.atafl.org), assures us it’s possible. How about increasing a stagnant chapter’s membership to 110? How about boosting turnout at all events, such as a holiday party with a record number of attendees and between 8-10 members attending a monthly discussion group? Can do, says Jill Sommer of the Northeast Ohio Translators Association (NOTA, www.ohiotranslators.org). Maybe you’d like to offer programs such as “The Freelancer and the IRS,” “Cultural Differences in Court Interpreting,” or a workshop on ATA certification? Jean Leblon reports that the Northwest Translators and Interpreters Society (NOTIS, www.notisnet.org) has sponsored these events and more in the past few years. These examples show that with some hard work and creativity, any ATA chapter can go from stagnant to active, or from good to great.

Get the Word Out

As language professionals, we know that marketing is just as important as a quality product in attracting clients, and this rule applies to ATA chapters as well. Chief among the suggestions from ATA chapter officers was to “get the word out” about your association. Marketing efforts pay off in a variety of ways: potential clients hear about an ATA chapter and visit its website to hire linguists; new members learn about the association and are eager to help out with events; and students at local colleges and universities get excited about careers in translation and interpreting. While most ATA chapters have websites and membership directories, a really successful chapter will go further, employing active public relations strategies instead of merely waiting for potential clients or members to come to it. Past FLATA President Giovanna Lester reports that her chapter designed a tri-fold marketing brochure with a detachable form to request information, as well as a postcard-size promotional mailer detailing FLATA’s services and the advantages of its free online directory. FLATA members then took this marketing collateral on the road, attending tabletop exhibit fairs sponsored by local business organizations such as the Florida Foreign Trade Association. Lester reports:

“At these events, we were able to meet local business leaders, introduce FLATA to the business community, make loads of contacts, and get our site listed in many referral sections of meaningful websites for international business in Florida. This way, we don’t need to join these organizations and pay dues, but our link is there and that generates contacts (i.e., business for our members)."

Given these proactive strategies, it’s no wonder that FLATA’s membership increased from 142 to 222 in just over a year, and its treasury ballooned from $3,000 to $12,000 in about 18 months.

Past NOTIS President Jean Leblon adds another suggestion for the large majority of ATA chapters located near higher education institutions:

“Establish contacts and collaboration with translation and interpretation institutes and colleges/university programs near you, thereby attracting the interest of students and faculty.”

Most ATA chapters interviewed for this article have the following vehicles for publicity and communication: website; e-mail list; print newsletter; membership directory; translator referral service directory; brochure directed at potential clients; and a brochure directed at potential members.

Educate New Members

Nearly every ATA chapter interviewed for this article listed “lack of willing volunteers” as the number one obstacle to achieving the chapter’s goals. Michael Metzger, president of the Northern California Translators Association (NCTA, www.ncta.org) puts it bluntly when he explains why his chapter has a new member orientation session at every event.

“We explain what new members can expect from the organization and how they can also find ways to contribute to the organization. The concept of volunteerism must be evangelized repeatedly. After all, we are not some service industry outlet where you pay your fee and then sit back and wait for things to happen. Everything that is done in associations is from the members for the members, and everyone can share and contribute (and we...
all have something to contribute)."

Jean Leblon, of NOTIS, advises chapters to prepare a newcomers’ packet with a list of membership benefits and offerings, whereby new members could learn about opportunities to contribute to the association.

One way to address the need for volunteers is to directly ask individual members to contribute to specific projects. A general call for help (i.e., “Anyone want to organize a workshop on CAT tools?”) is easy to ignore for several reasons: it seems like someone else will respond; many members are humble about their own skills and experience and think that someone more qualified should step forward; or the project may seem open-ended and vague. However, a direct request for help with a well defined task such as: “I saw that you’ve done graphic design. Would you be interested in helping us design a new brochure?” or “We’re asking each new member to help out with one event this year, and we could really use some help finding a location for the holiday party,” are more positively phrased and limited in scope. In addition, chapters can try to match volunteers with projects that serve both them and the organization. For example, ask new members to participate in marketing initiatives where they can spread the word about their organization and themselves at the same time.

**Communicate!**

Interesting workshops and lively social events won’t have many attendees if your membership doesn’t know about them. Many ATA chapter officers agree that it’s best to use both print and electronic communications to let members know what’s going on. For example, in the Colorado Translators Association (CTA, www.cta-web.org), we use the “Upcoming Events” section of our quarterly newsletter to give members early notice of events like ATA’s certification exam, networking dinners, roundtables, and court interpreter certification workshops. As the date of these events draws closer, we rely on our e-mail list (we use Yahoo! Groups, although other associations have reported a lack of participation in this area) to remind members of the event, drum up enthusiasm, and, if necessary, organize car pools. In addition, we write up recent events in our newsletter so that those who didn’t attend can still receive some of the information presented. Giovanna Lester seconds the need for multiple forms of communication, saying that FLATA has both a print newsletter and an e-mail broadcast system so that members can be updated on recent events and news from the board.

Communication isn’t just an end itself. In addition to being a vehicle for letting members know about an upcoming conference or workshop, communication contributes to greater transparency in an ATA chapter, and thus to the perception that the chapter’s policies and procedures are clear and uniformly applied. Teresa Waldes, president of the New York Circle of Translators (NYCT, www.nyctranslators.org), offers the following advice:

“Use your website as a repository of information. We have posted our bylaws on the website as well as a newsletter archive, and we are considering posting the minutes of board meetings as well. The newsletter and the website are, of course, the main vehicles to announce meetings and workshops, but we have found out that a broadcast e-mail a week before the event increases attendance. Finally, it is a good idea to have some type of member relations committee or other mechanism to promote two-way communication with the members.”

FLATA has experienced success with the ConstantContact e-mail broadcasting service for delivery of invitations, board minutes, etc. Giovanna Lester says, “They offer templates, and through their reporting system, it is a lot easier to find out what types of messages our members better respond to.”

**Get Wired**

Many ATA chapters are turning their websites into real-time communication and marketing tools. For instance, the CTA website includes newsletter archives, a list of officers, and a member directory that can be searched alphabetically or by language pair. Each member’s listing includes full contact information, a website link (if available), and a summary of the member’s education, specializations, and technology setup. In this way, potential clients can use our website to pre-screen potential translators and save time by contacting only those who seem appropriate for the project. Jean Leblon says that the NOTIS site includes a searchable directory (updated frequently), a calendar of events, the NOTIS News archives, white papers, and links of interest. FLATA has taken interactivity a step further, using Preprocessor Hypertext Protocol (PHP) to develop a site that can be updated from the client side without the need to contact a webmaster for every change. For example, members can add and delete their own entries to the calendar section, and each
Maintaining a Vital ATA Chapter Continued

member has a personalized site on the main website as well. FLATA’s website has the usual features, plus a photo gallery and public access and members-only areas. Giovanna Lester remarks that this investment is both wise and necessary, since FLATA is a large and active organization and the website is the main means of communication with the membership.

It’s important to keep in mind that a simple, attractive website that’s up-to-date is certainly more impressive and informative than a more elaborate website with broken links, out-of-date contact information, or “upcoming events” that happened three years ago. Be honest about your chapter’s technical volunteer resources. If both are limited, go with a one-page site (free with some domain name registrations) that lists your organization’s basic focus and contact information, so it will only need to be updated when new officers are elected.

Diversify Your Focus

In speaking with officers of successful ATA chapters, it becomes apparent that thriving associations appeal to a wide variety of language professionals. For example, several chapters mentioned that they have enlarged their membership by specifically welcoming interpreters as well as translators, or by planning non-language-specific activities even though the majority of their members may work in one particular language.

Several chapters whose members are spread over a large geographic area have also had success with organizing either satellite groups in different parts of the state, or events in varied locations. Giovanna Lester says:

“Creation of satellite groups has allowed FLATA’s reach to be felt in other parts of the state. Members are eager to assist since they want more activities in their region. Area residents can be tapped for presentations, volunteer their homes for informal gatherings, and serve as intermediaries between the chapter and local businesses that may be able to provide locations for presentations such as schools, hotels, etc.”

In the CTA, we have seen the benefits of organizing events in different parts of the state, most recently when two of our members in Colorado Springs planned a summer picnic in the scenic Garden of the Gods park. While the majority of our events take place in the Denver metro area, this picnic offered a great chance for our members to get out of town for a day with their families, see a new and gorgeous location, and attend an event that required only that they show up and enjoy themselves. Jean Leblon, of NOTIS, also mentions collaboration in regional meetings with the Society of Translators and Interpreters of British Columbia (STIBC, www.stibc.org), as well as NOTIS events taking place north of Seattle in Bellingham and south in Portland, Oregon.

Make It All Happen

Planning great events is no simple task. Jill Sommer, of NOTA, comments, “plan something that you would like to do and would enjoy. Chances are likely that the members will enjoy it as well and will come.” ATA chapters are first and foremost professional associations, meant to further our profession, educate us about new trends in the industry, and provide us with a network of colleagues and resources. However, it’s important to remember that in a profession where such a large number of us work in isolation, getting out of the house and having a conversation are worthy objectives as well. To this end, most chapters report that they plan a mix of social and professional events, varying from informal monthly discussion groups to annual conferences organized with other chapters.

Chapter presidents suggested the following topics as a starter list of presentations or discussions: computer-aided translation tools; home office setup; marketing for freelancers; website design; estate planning for resident aliens; MSOffice; contract writing; the freelancer and the IRS; cultural differences in court interpreting; a translator’s toolbox; localization workshop; ATA certification workshop; or a terminology workshop.

What We All Need to Do to Help

It bears reiterating that virtually every ATA chapter interviewed for this article commented that they have a hard time recruiting and retaining volunteers in order to reach the chapter’s goals. As Michael Metzger, president of NCTA, reminds us, ATA and its local chapters aren’t organizations where we can or should expect to pay our yearly dues and then watch events happen without our participation. While many of us are freelancers for whom time is in short supply, we should all be able to find the time to stamp a few newsletters, make some phone calls, or give a presentation on a topic of interest to us. Any of us who have ever gotten or given a work referral through an association colleague know that our local chapter is a valuable professional and social resource. Let’s all make it a goal to help with one of our local chapter’s projects in 2004. If you don’t have a local chapter, think about starting one!
ATA’s “Patron Members”: Honoring the Past, Inspiring the Future

By Henry Fischbach

The following is the first of a series of occasional articles acknowledging those members who have, over the years, enriched ATA and the American Foundation for Translation and Interpretation, Inc. with their generous legacies.

Lewis Galantière: Eminent Translator, President of PEN, and Secretary of ATA, Who Endowed ATA’s Literary Translation Prize

As some of us may have forgotten, or perhaps never knew, Lewis Galantière was one of the most outstanding early Board members of an infant ATA, who established the Alexander Gode Medal and endowed ATA’s Literary Translation Prize. There is no more fitting way to begin this historic flashback than to quote from the scroll that established the coveted Alexander Gode Medal for Distinguished Service to the Cause of Translation. In presenting it for the first time in 1964 to the man whose name it bears, Lewis Galantière said:

“A great gentleman in whom tranquility of spirit is matched with firmness of principle, profound learning with wise judgment, and tireless energy with infinite patience.”

These words exemplified the presenter as well, and, eight years later, I had the privilege of presenting the Gode Medal to Lewis Galantière himself. Therefore, I may be forgiven for self-plagiarizing some of the biographical facts I mentioned at that time.

Lewis Galantière was born in Chicago in 1895, but his spirit soon roamed far afield from the heartland of America. He became a banker and, like many of his ATA colleagues, a consummate translator. He spent most of the 1920s with the International Chamber of Commerce in Paris and most of the 1930s with the Federal Reserve Bank in New York. Yet his spirit seems to have outgrown the relative confinement of high finance. In 1941, he became a Guggenheim Fellow and, in 1942, was appointed a director of the Office of War Information, both in the U.S. and later in London and Paris. He was a counselor of the Free Europe Committee, a member of the Fulbright Selection Committee, and belonged to several prestigious organizations, among them the American Academy of Political Science.

Our association can be proud that, a year later, he became president of the PEN American Center, although it would be immodest for ATA to claim more than a sequential connection. His international outlook soon permeated his work and, in 1966, he organized the 34th International PEN Congress in New York City, to which he had also invited leading men of letters from some of the world’s most neglected cultures. It is a mark of his lifelong universal-minded approach to culture that, at a time when our consular authorities refused to acknowledge the existence of any cultural merit in countries with a different political system than ours, he insisted that U.S. entry visas be granted to members of the Communist Party and other radical writers of stature to attend this international congress on U.S. soil. And prevail he did.

In 1972, Lewis Galantière was awarded the Croix d’Officier des Arts et des Lettres by the French Government for his distinguished service in the cause of international cultural relations. At that time, the French Cultural Counselor said, and I quote from the notes I took at the French Consulate ceremony:

“As a member of the American Translators Association, you have translated many French works into English, and reading them, one gets the impression that Maupassant or the Brothers Goncourt wrote their works originally in English. You have conveyed every nuance; every detail stands out clearly. It is a masterpiece of translation and the Italian saying ‘Traduttore – Traditore’ can never be applied to you.”

I might add that all of us devoted to the high standards of our profession challenge this ancient Italian…
slur on our day-to-day labors. Like Lewis Galantière, we are not dedicated to the proposition that “to translate is to traduce,” as it might be rendered in English (with a hint of both the alliteration and the etymology of the Italian). Isn’t it high time that this facile affront be relegated to the dustbin of literary criticism?

Lewis Galantière’s membership in the Authors League of America was honestly earned. His many book translations included such titles as France is Full of Frenchmen, America Today, and America and the Mind of Europe, the Goncourt Journals, and some of Maupassant’s work. His translations of plays included those by Jean Anouilh and Jean Giraudoux, and other highly successful Broadway productions. Even this admittedly incomplete catalogue of creativity will more than suffice to give you a measure of the man.

I thought that a few random quotations by Lewis Galantière of what he once called, with disarming modesty, “this craft, this minor art,” might make him stand out in sharper focus: Aside from such truisms as:

“THE DEGREE TO WHICH TRANSLATION AS A CULTURAL FORCE IS IGNORED CAN HARDLY BE EXAGGERATED” AND “A TRANSLATION OUGHT TO MAKE UPON THE READER THE SAME IMPACT AS THAT MADE BY THE ORIGINAL TEXT UPON ITS READER.”

Lewis Galantière made the insightful observation that:

“The translator is not the servant of his author; he is the servant of his author’s book; and that, in most cases, given the syntactical negligence, shall we say, to which most authors are subject, is servitude enough!”

And, in a more flippant vein, with apologies to those of us who occasionally toil in the jungle of German patents and perhaps as a bow to Mark Twain:

“My own reading and experience lead me to the extravagant opinion that German must be the easiest language to translate into, as it is the most irritating language to translate out of.”

In closing, two statements by Lewis Galantière that are truly perceptive, not to say preceptive, for us:

“It is to be taken for granted, of course,” [he adds in parentheses] “that the reader, like the concert-goer, lends only about half a mind to what is going on.”

And he continues:

“ESPECIALLY FOR ONE WHO KNOWS A FOREIGN LANGUAGE WELL, THE TRANSLATION OF PROSE CAN VERY EASILY BECOME MECHANICAL WORK INDUCING A STATE OF EUPHORIA, AS IT WERE, IN WHICH THE MIND IS JERKED FROM TIME TO TIME ONLY BY AN AWKWARD PHRASE OR A SINGLE UNFAMILIAR WORD. THERE IS A CONSTANT TEMPTATION (ESPECIALLY WHEN THE ORIGINAL IS FLUENTLY WRITTEN, AND THE TRANSLATOR POSSESS A THOROUGH KNOWLEDGE OF THE LANGUAGE HE IS TRANSLATING OUT OF) TO WORK AS IF ONE WERE A STENOGRAPHER TRANSCRIBING HER NOTES. THE TRANSLATOR’S EYES AND MIND ARE LIKELY TO BE MORE ON THE ORIGINAL THAN ON HIS TEXT—WHilst HIS MIND MUST BE, ABOVE ALL, ON WHAT HE IS SETTING DOWN.”

And in this final quotation he speaks for many of us when he writes:

“The greater part of the writings that we translate for public sale are not works of art. All contain some clumsiness of expression, some defective syntax, some illogic, some unsuspected errors of taste and—in nonfiction—of fact. What is the translator to do? If he reproduces these flaws, he is called a poor translator, a fellow clearly incapable of writing English. So—the translator cleans up the syntax, introduces a modicum of logic, sends the once gawky expression tripping gracefully across the page, and in the whole wide world nobody—not the author, not the publisher, not the book critic—knows the difference. Even the translator’s wife (or husband) soon tires of being shown with indignation examples of the author’s ineptitude, and, with self-righteousness, examples of the translator’s genius.”

I hope this brief homage to Lewis Galantière contributes to a deeper appreciation of the colleague and the association he has graced.
ABRATES Associação Brasileira de Tradutores Holds Its First Conference

By Giovanna L. Lester

ABRATES, ATA’s Brazilian counterpart, held its first national conference, Primeiro Congresso Nacional de Tradução da ABRATES, September 27-28, 2003, at the Pestana Rio Atlântica Hotel on Copacabana Beach in Rio de Janeiro, Brazil. The theme, “O PROFISSIONAL DA TRADUÇÃO NA ATUALIDADE” (The Translation and Interpretation Professional Today), was thoroughly covered by dynamic speakers who packed this two-day event with informative and engaging presentations. Those who were able to make it, and even those who weren’t, are eagerly awaiting next year’s encore.

The sessions included such topics as legal, scientific, and literary translation, building dictionaries, translation memory, professional ethics, subtitling, interpretation, the market, and professional relationships. However, it was the roundtable discussions on interpretation and professional regulation that attracted the most attention.

The opening ceremony, lead by ABRATES President Astrid de Figueiredo and ABRATES General Secretary Vagner Fracassi, was followed by Tamara Barile’s presentation on the new Brazilian civil code. Barile’s talk was a shorter version of the presentation she gave in New Jersey during ATA’s Legal Translation Seminar in May 2003. Next, Larisse Gonzaga gave a presentation on how to form a junior translation company.

I attended Tamara Barile’s presentation on the new civil code and the new nomenclature for business entities in Brazil. Tamara, a member of ABRATES, ATA, and ATPESP (São Paulo State Certified Translators Association), reminded us that laws and legislation evolve, and that it is our professional responsibility to remain up-to-date with those changes as they occur in the societies whose languages we translate. She also identified a few traps even good translators fall into, including some false cognates that still confuse us, and, most importantly, focused on material differences between Brazilian and American commercial organizations. Tamara presented a summary of some terms which may be misleading when translated, and stressed the importance of fully understanding the meaning of a legal concept before searching for its translation.

Danilo Nogueira’s presentation, “The Reverse Side of Translation,” should be a requirement for all newcomers to our profession. In the 90 minutes he was allotted, Danilo, who is lovingly called “The Master” by his colleagues, gave us all the weapons necessary for sticking to our guns when it comes to defending our individual business practices, values, prices, and professional pride. He also downsized and attacked a few myths: fair pricing is a one-size-fits-all concept (not true, it actually varies from individual to individual); the colleague who charges too much is not really our enemy, nor is the one who charges too little; sharing work with a colleague increases our productivity and our market share; and pricing should be flexible, but “discounts” should not be common practice.

Star do Brasil’s Marcia Lavrador started her presentation on translation memory by explaining the principles and characteristics of this type of software, and went on to promote Star’s products. Attendees had the opportunity to participate in a promotional campaign that allowed them to use a fully operational version of Star Transit Smart XV for two and a half months.

The second day’s events were also well attended. Ewandro Magalhães Júnior’s “De-bunking Translation Myths” was repeated in response to conference attendees’ requests. Die Presse’s president has interesting ideas regarding interpreting. He does not embrace all the rules and requirements enforced by the Brazilian Associação Profissional de Intérpretes de Conferência—APIC (Professional Association of Conference Interpreters) and AIIC (International Association of Conference Interpreters). He asks, “How will a newcomer fulfill the 200 days of work required to join APIC if he is not allowed to work?” Ewandro identified a market need and is now offering training and internships. Those who elect to join Die Presse’s internship program will work alongside seasoned professionals in real job situations. Die Presse interns may, at their discretion, request that their performance be evaluated. Die Presse will then send three graders to the event(s) interns indicate to evaluate their performance. If the evaluation shows that DP’s quality requirements have been met, interns will be issued a certificate recognizing them on the merits of their performance, rather than on the number of hours they worked. This project is the object of criticism by professional interpreting...
associations on the basis of breach of ethics, among other things. It serves as a very interesting debate worthy of our attention.

Ana Beatriz Fernandes’s presentation on professional ethics and translation pointed out that ethics is acquired at home. One cannot turn ethical behavior on and off, since it is a way of life. The audience was very interested, which resulted in a dynamic session. Ms. Fernandes’s presentation highlighted the need for the development and implementation of professional standards.

The first roundtable of the event was on conference interpreting ethics, and included: Heloisa Martins-Costa, Brazil’s representative at AIIC; Sheyla Carvalho, director of Brasilis Idiomas; Sílvia Becher, professor of English language studies and conference interpreting at PUC-Rio de Janeiro; Sylvia Nóbrega, vice-president of SINTRA (Brazilian Translators Union) and a member of ABRATES, APIC, and AIIC; Charles Landini, APIC treasurer and an ATA member; and Ewandro Magalhães, Jr., president of Die Presse. The premise of the debate was more interesting than the actual session, since some participants used the opportunity to promote their own organizations. Nevertheless, it was clear that Die Presse’s practices were not well received by the panel, even though panel members did not offer an alternative for novices in the conference interpreting arena.

Sandra Schamas, a member of ATA’s Portuguese Language Division, shared with our Brazilian colleagues the presentation she did for the PLD Annual Meeting last April in Miami Beach. Sandra’s presentation was one of those repeated due to attendees’ requests. Participants were lead through relaxation exercises, where they learned stress reduction techniques and how to better treat themselves in order to prevent stress from setting in.

One of the most sought after sessions was the roundtable on professional regulation. Unfortunately, those in favor of the cause were not able to attend for various reasons. Therefore, the roundtable was made up of individuals who were not able to hide their bias toward non-regulation of the profession. The moderator, Vagner Fracassi, asked questions that had been sent in by guests who were not able to attend, and the audience was also invited to submit their questions. Some of the topics discussed were professional liability insurance, professional liability, increased fiscal expenses, and social security benefits. In response to a question related to professional image and the market, panelist Malu Cumo replied that translators, and not the client, the market, or regulatory agencies, are responsible for creating their own image. Danilo Nogueira pointed out that regulation, with all its questionable “perks,” would ultimately create a two-tiered professional class: those who did the translations and those who signed for them. The first tier would be represented by translators who could not meet regulatory requirements, and the second by translators who met said requirements, but could not respond to the volume of work.

A cocktail reception celebrating Translators Day (September 30th) marked the end of the conference that brought together 241 professionals from all over Brazil, Argentina, Uruguay, and the U.S., 25 speakers, and 10 exhibitors and sponsors. The successful conference left attendees and those who could not be there (the hotel could not accommodate all who wanted to attend) looking forward to next year’s event. The final conclusion is: we want more!

Pictures

Note: the last picture depicts Giovanna Lester with Paulo Wengorski (SINTRA president from 1995-1999), Astrid Figueiredo (ABRATES president), and Vagner Fracassi (ABRATES general secretary).

Harvie Jordan Endowment Fund

Throughout his multifaceted career, Harvie Jordan fostered the development of a great number of translators and interpreters, many times in ways some of us did not fully recognize until he was no longer with us. Harvie’s sudden death on November 8, 2002, was an immeasurable loss for all of us who knew him and for all the groups in which he participated.

To honor Harvie for his lifelong contributions, carry forward his personal goals, and serve ATA’s Spanish Language Division, the Harvie Jordan Endowment Fund was created to provide financial assistance for continuing education for translators and interpreters. If you would like to help carry forward Harvie’s legacy, please consider making a donation to the fund by writing a check to: American Foundation for Translation and Interpretation, Columbia Plaza, Suite 101, 350 E Michigan Avenue, Kalamazoo, MI 49007. Include the annotation in the memo section, Harvie Jordan Endowment Fund.
Medical Interpreting Online at UMass Amherst

By Edwin Gentzler and Roberto Gracia-García

During the spring semester of 2003, the Translation Center at the University of Massachusetts Amherst offered its medical interpreting course online for the first time. This course had been taught onsite in 1997 and via video satellite in 1998-2000. To be frank, we were a bit skeptical of whether or not such an oral skill could be taught successfully using such a nonverbal medium.

The results surprised everyone. In our estimation, the students taking the course online learned more than either the students in the classroom or the students taking the course via video satellite.

The online course was made deliberately more rigorous, with more terminology, medical procedures, and medical knowledge being required than in the earlier versions. We expected at least 10 hours of work each week for the 12 weeks of the course, or 120 hours total. The online students were better able to keep up with the course material, were more diligent in terms of completing assignments, and performed better on quizzes and tests. Despite the increased rigor of the course, nearly all the students received grades of A or AB, based upon participation, their written work, and the results of the tests. In the earlier classroom and video versions of the course, the students would come to class with varying degrees of preparedness, slowing the progress of the group as a whole. Test results were erratic and final grades reflected the mixed preparation and exam scores.

It is true that our first online students (16) seemed to represent a higher caliber student coming into the course. All of them, with one exception, were professionals in some capacity. There were two full-time interpreters, several part-time or volunteer interpreters, and one translator, all of whom raised the level of discussion and engagement with the material. The other professionals were from other fields, but all had occasionally been asked to interpret on the job. Seven students had some medical interpreting experience, three had telephone interpreting experience, and six had some non-medical interpreting experience. All had some university education, but only three had earned a translation or interpretation degree. Thus, we were lucky in the sense that we had a good group of students/professionals who were highly motivated to improve their skills.

“...Two fundamental conditions for success in an online course are extensive preparation and lots of interactivity…”

We expected some technological glitches, but the system functioned well. We lost only one day during the semester because of system problems. Because the field of interpretation is an oral profession, and because some students might be less than computer literate, we were worried that these individuals might fall behind or drop out because of the new online medium. We are happy to say that none of the students fell behind because of technology problems. All got used to the technology quickly. We did devote the entire first week to explaining the technology, and the instructors were very well versed in the program and responded quickly to all questions.

In sum, the course was a great success. The student evaluations were very positive, and all recommended the course to their fellow medical interpreters. Before going into details, we first want to provide a short history of teaching medical interpreting at the Translation Center.

History of Medical Interpreting Training at UMass Amherst

The Translation Center at UMass Amherst has a history of teaching consecutive and simultaneous interpretation dating back to the 1980s. When Edwin Gentzler was named director of the Translation Center in 1994, he researched the translation and interpretation needs in Massachusetts and quickly learned the critical need for trained medical and legal interpreters. Gentzler, after consultation with several groups involved in interpreter training in Massachusetts, including the Massachusetts Medical Interpreters Association (MMIA), was instrumental in the development of the first medical interpreter course (1997). This was taught on the Amherst campus by Erik Olmstead, a specialist in medical interpreting education, who made further refinements. While this course was successful, it was taught as an undergraduate comparative literature course, and enrollment was not high. The students at UMass had little interest in such a pragmatic, non-literary skill, and the people who needed the training had jobs and could not travel to the university to take the course. The Translation Center then retooled the course and made it available at two locations (1998-2000)—UMass Amherst and Springfield Technical Community College—via video distance learning. The quality of learning remained quite high and the students enjoyed the class.

Olmstead left the state and, during 2000-01, Gentzler searched for
another instructor. After interviewing several candidates, he hired two instructors: Mila Dubinchik, a physician from Russia, and Roberto Gracia-García, recipient of an M.A. in interpretation from Spain who, at the time, was a research fellow at the Translation Center. Having two instructors developing the revised course had distinct advantages. Not only did they bring expertise in Spanish and Russian, interpreting studies, and medicine, but they also had experience in education (for teaching and practice are not the same).

By that time (2002), the options for the delivery of the course had changed, making online learning a distinct possibility. While online delivery may not be the best choice for a field that relies so heavily on human contact and practical skills, many of those people who need training do not have time to sit in a class or else do not live in areas where courses are offered. With those people in mind, Gentzler, Dubinchik, and Gracia-García strove to construct the best course possible. Indeed, e-learning offered flexibility, independence, and productivity for instructors and students, and we felt we could achieve satisfactory results in medical interpreting instruction. Thus, our online medical interpreting course was born.

The Students

We collected personal information about our 16 students in an initial questionnaire (from Massachusetts, Vermont, New York, New Jersey, Colorado, California, and Washington, DC. One student was from Buenos Aires, Argentina. Two-thirds found out about our course through web searches. Over half of our students were American, and the rest were born in Haiti, Japan, Argentina, Puerto Rico, Angola, and Peru. About half worked with Spanish, but other languages covered were French, Italian, Portuguese, Japanese, Haitian Creole, Cape Verdean, Indonesian, and American Sign Language. The students all had work/study/travel experience in the countries of their working languages.

As for students’ computer literacy, two-thirds of those enrolled believed themselves to be intermediate users, while only two admitted to having advanced computer skills. Three students possessed only basic skills; they later admitted that they got used to the technology and that the course helped them to learn how to use diverse types of software. About two-thirds of the class members had access to “fast” Internet connections (DSL, cable, broadband). Computer literacy or fast connections were not requirements for the course, and we made sure that all students had the technical support they needed to complete the course.

Course Structure

When Medical Interpreting Online was first conceived, we opted for a hybrid e-learning approach and scheduled two mandatory interpreting workshops and a final exam to be held on campus, as we realized the main challenge in an online interpreting course would be to evaluate the actual interpreting. However, given our students’ locations, we changed the course format into a 100% e-learning approach.

Working together with the Division of Continuing Education, we built the course in Prometheus, a learning management system designed for asynchronous delivery of learning content. Prometheus gave us a flexible platform at an affordable price. All learning activities took place and were managed within the Prometheus interface: e-mailing, file posting, uploading/downloading, and the grade book.

The course started with an introduction, “Unit 0,” whose primary aim was to prepare students for the online environment and the technology to be used: getting familiarized with Prometheus, the course policies, the grading system, the schedule, receiving advice on dictionaries and
recommended readings, learning how to obtain the necessary software (all freeware), and how each section worked. Also, in Unit 0, the students “met” the instructors, submitted a background questionnaire and self-introductions that were forwarded to the other class members. This allowed students to attain a level of comfort and familiarity with each other, and to gain a better understanding of each other’s discussion postings.

The main body of the course was divided into eight units. Each week, the students were granted access to a new unit, while the old units were closed. After every two units, students were given a review week, during which time the last two units remained open. A quiz followed this review period. We estimated no less than 10 hours of work/study per week were required, depending on the individual’s experience and aptitude. The review week allowed students to catch up with assignments and prepare for the quiz. Each unit focused on a system of the human body and included the following independent sections:

1) Featured body system.
2) Terminology (anatomy and physiology; cardiovascular; respiratory; digestive; reproductive; nervous; endocrine system; skeleton and muscles; and drugs).
   Students were required to translate a selection of 60 system-related words into their working language(s). The assignments were corrected by experienced medical interpreters selected from our pool. The UMass Amherst Translation Center has provided interpreting services to healthcare institutions in Western Massachusetts for many years, and has developed a pool of medical interpreters in dozens of languages. Students completed a bilingual glossary of over 600 words.
3) Medical procedures and devices.
4) Latin and Greek roots.
5) Medical Interpreting Standards of Practice (based on MMIA standards).
6) Interpreting modes: theoretical aspects of sight translation, consecutive, simultaneous, and telephone interpreting.
7) Practice, including: a) common medical expressions; b) sight translation exercises; and c) consecutive interpreting exercises of basic/intermediate difficulty. These were recorded, simulated medical encounters presented.
8) Reading assignments dealing with cultural, legal, and medical topics.
9) “The Tip”: selected online resources.
10) Threaded discussions: two discussions each week. One presented a practical problem and the other concerned theoretical issues.

The most intriguing instructor’s tool offered by the Prometheus program was one that quickly became known as “Big Brother.” Prometheus enabled the instructor to see exactly how much time each student spent doing the quizzes and reading the materials, or even which documents individual students had downloaded. We were surprised to learn that many students logged on for hours to do one assignment or to surf the web looking up our tips. Many worked more than the 120 hours anticipated, out of a thirst for knowledge or for pure enjoyment. The grading system worked on a credits-earned basis. Students earned points by submitting the different assignments. In our first class, we had an outstanding group, as almost everyone completed at least 85% of the assignments successfully.

Student Evaluations
At the end of the course, students filled out a lengthy course evaluation questionnaire. The evaluations were highly positive. Students emphasized that the course allowed them to work on their own schedule, at their own pace, and to attend courses that are not offered where they reside. Some students even wrote that they liked the online experience better than an onsite class. One student wrote, “The good thing is I can take a longer course without giving up my workload.” Another affirmed, “I would have never had the chance to do this course if I actually had to attend.”

Most students seemed quite comfortable interacting with the class through a computer. The discussion threads proved very productive (we even had to limit the number of allowed postings). Over 85% of the class believed that actual interaction did happen, and 80% thought the instructors’ availability was more than adequate. Only a couple of students seemed to dislike interacting with others solely through threaded discussions and e-mail, and participated just enough to obtain the corresponding credit. One student wrote, “I do miss meeting other students and getting to know them personally...and interaction with the teacher.” Another student added, “I missed the camaraderie of a class.”

In contrast, two other students claimed, “I think I had every possible problem that a student could have and the instructors were kind, patient, and understanding,” and, “What I liked best is that you can actually develop a good rapport with the instructors by e-mail and from their comments.” The difference of opinion may mean that although help was always available, some students were more adept at using the online tools to communicate with both instructors and classmates. The student evaluations revealed a surprising lack of technical problems. Over 70% of the class thought the technology was not challenging. A few students reported problems uploading/downloading files or opening downloaded files on odd occasions, but these were easily solved.

In terms of overall evaluation of the course, 85% thought it was “good” or “very good” and everyone said they would recommend it to
other aspiring medical interpreters. When asked what significant learning took place for them, one student wrote, “A lot: general medical knowledge, a better understanding of my role as an interpreter, my limits, my rights, the tools with which to learn even better interpreting skills.” Another emphasized, “We didn’t just learn to interpret, but also what medical interpreting should be.” When asked which sections they liked best, each highlighted different parts. A slight preference could be seen for the terminology section. One student said, “It was work, but I learned a lot and I seem to be retaining what I learned...My medical terminology has improved greatly.” Other students favorably regarded the threaded discussions and found in them “the chance to read what others thought about controversial issues.” Other well-received sections were the MMIA Standards (“Very illuminating and helpful as a guide”), the Latin/Greek roots (“It was like a game for me”), and the online resources. The chat room proved less successful. While it was used on odd occasions to “meet” each other and to “talk” with the instructor during “office hours,” it was not compulsory, and because some students lived in different time zones, had busy schedules, or had slow connections, problems arose.

Course Improvements in the Future

The student evaluations gave us great input on how we might revise the course. The course instructors all felt that this would be a hard course and that students might have difficulty with the workload. However, the evaluations revealed how eager students were for information on how to improve their skills. The new edition of the course includes standards from other states (e.g., the newly published California Healthcare Interpreters Association Standards of Practice). The most important change is that we have solved many infrastructure problems. Students are required to return the interpreting exercises either as electronic recordings via e-mail or as a regular cassette tape returned via U.S. Mail. New items have been added to the reading list and the tips section. New topics have been added to the threaded discussions, and students will have a chance to propose their own topics. Finally, we will make better use of the chat room. Different times to reasonably accommodate everyone’s schedules will be offered, with assigned chat topics and a limited number of students at any given time. To get around certain technical problems, we will use MSN Messenger, as it runs well even on slow computers. Other additions include a section on cross-cultural competence and a project on foreign healthcare systems.

The goal of these changes is to cover more topics and to promote larger interactivity and exchange through group projects, small group chats, and individual presentations. Online students appreciate the chance to “meet” others and exchange ideas with them. While e-learning may appear to be a top-down learning environment, the more bottom-up activities that can be offered to students, the higher student satisfaction with the course will be.

Benefits and Challenges of Online Learning

Our initial findings are that the e-learning environment cannot only be as good, but even better than the classroom experience. Students need not worry about commuting, missing class because of conflicts, or taking accurate notes, because everything is on the course website. E-learning allows students to better concentrate on understanding, memorizing, and other learning tasks.
do assignments properly, and practicing whenever they feel ready. For the instructors, e-learning can be more convenient than the classroom (e.g., they free themselves from constantly repeating information and instructions). Also, there can be no misunderstandings as to deadlines, grading, or ways to present assignments. Everyone knows upfront what is expected of them and when.

We believe that e-learning tends to enhance the communicative ability of students who may not normally participate in onsite classes. With e-learning, the teachers must communicate with each student individually, and students need to participate in the activities in order to earn credit. In addition, in a truly interactive online course, students are motivated differently, because their audience is not the teacher alone, but rather their fellow students. Distance can bring teachers and students closer.

However, reconfirming what other online teachers have discovered, online instruction is more time-consuming than face-to-face instruction. Putting materials online is a never-ending task; one simply loses track of time. The online instructor actually fills three roles:

1. Lecturer. Instructors must plan the course, develop materials, write the lectures, and design the layout for their presentation several months in advance.

2. Webmaster/Graphic Designer. Instructors must learn basic web design and how to administer the contents in the e-learning platform. Online learning also allows for a very creative use of visual materials. For example, instructor Gracia-García took a course in web design before designing the content for the Translation Center course.

3. Facilitator. Once the course actually starts, the instructor must play the role of leader in the different activities promoting interactivity, the role of the advisor, and the role of the consultant, clarifying confusing assignments and putting out fires on the technical front. The instructor must also request student feedback in order to understand their backgrounds, to assess where they are in terms of understanding the course materials, and to effectively gauge what works for them and what does not.

One of the advantages of online teaching is the possibility of giving individualized attention. Some administrators may be tempted to accept as many students as possible, since there are no physical limitations of space. However, more students mean that more demands will be placed upon teachers, thus diminishing their ability to give personalized feedback.

**Conclusions**

From our experience, two fundamental conditions for success in an online course are extensive preparation and lots of interactivity (the latter is achieved by the former). Considerable work at the design level is required in order to create a sense of community, as well as to anticipate potential problems. Maintaining a dynamic and communicative environment online is fundamental so that students do not feel that the class is based solely on downloading required materials and working alone. Interactivity is key to student satisfaction.

E-learning is said to have a high attrition rate. Possible causes include underestimating the workload and the weekly commitment required in such classes (most of our students have jobs and families), and the fact that working in relative isolated conditions definitely requires self-motivation, resolution, and discipline.

Students have different learning paces. For example, two class participants complained that the review weeks and date-dependent access to units kept them from moving on, while others were grateful they had the opportunity to follow a pattern and catch up. While the online environment does give students the freedom to organize their coursework as they prefer, instructors need to limit that freedom. It is fundamental to organize and clearly articulate the objectives and contents of the course. Everything must be made explicit in a strict calendar that includes specific dates for submitting assignments, completing activities, and even penalization for late work. Otherwise, students may fall behind and be unable to catch up. In addition, giving feedback, providing help, and maintaining constant and timely communication is essential in order to compensate for the lack of visual cues. Students need to see that their participation is valued, that their work is being checked regularly, and that their time is worth the effort.

Another pedagogic consideration is that students have different learning styles and different feelings about working in a fully electronic mode. It is important to incorporate various types of activities to give as many students as possible an opportunity to “respond.” Some ways to design a given activity include: lectures; word games; problem-solving and simulation exercises; small group projects; writing activities; complementary reference materials; individual work; audio/audiovisual features; charts and diagrams; and debates.
When weighing the workload of any particular course, instructors need to make allowances for the technological frustration and added effort involved in working in the electronic medium. Students must figure out how things work, format files, download/upload materials, send e-mails, and solve unexpected technical errors. Many students may be less computer literate than others or may have slow Internet connections. Also, teaching interpreting online is quite different from teaching translation online. While translators deal with the written word and work in an electronic medium as an essential part of their profession, this is not necessarily the case with interpreters. Some medical interpreting students may not be accustomed to using the software and putting what they know in writing. We have also learned that even information considered to be minimally important needs to be made mandatory and graded if students are going to learn it. For example, we included several “optional” or “complementary” activities, which about half the class did not complete.

Finally, our students’ diversity in terms of computer literacy and knowledge of the subject matter offered another challenge. It was hard to satisfy everyone’s needs. If, in order to satisfy the more experienced interpreters and computer-savvy students, the goals and demands of the class are correspondingly ambitiously constructed, then the less experienced and less computer-savvy ones will feel frustrated, and vice versa. Providing precise technical instructions can compensate for the lack of computer literacy, but may discourage the instructor from using certain “advanced-user” technology in some activities, such as our interpreting exercises.

Clearly, prospective students of medical interpreting are well aware of the level of their skills and are desperately seeking quality educational programs. The motivation is high for those entering and for those working in the profession to improve both their knowledge of all aspects of the medical interpreting field and to enhance their computer literacy. Thus, online medical interpreting training combines the best of both worlds, indicating a bright future for using the electronic medium to deliver training in this interdisciplinary field.

For More Information

Medical Interpreting Online (ComLit 591M) will be offered next during the spring semester 2004 (class will begin February 1st). Successful students receive a certificate and either three continuing education units (CEUs) or three hours of academic credit. For more information, contact the Translation Center at UMass Amherst at (413) 545-2203, 877-77U-MASS (toll free), or transcen@hfa.umass.edu.

### ATA Chapter Seed Money Fund

Is your ATA chapter planning an event? Does that event have need for a distinguished, dynamic, industry-relevant speaker? If so, ATA’s Professional Development Committee wants to help! ATA’s Professional Development Committee offers a seed money fund for speakers. Be sure to call ATA today for application guidelines and a list of fabulous speakers who could be guests at your next meeting, workshop, or seminar.

ATA’s chapters play a key role in the continuing education of their members. Since the chapters vary greatly in number and composition of members, it can be hard for some chapters to offer educational opportunities to everyone. As a service to all ATA members and as a benefit of chapterhood, ATA would like to support these educational efforts by subsidizing presentations that might otherwise prove to be a financial burden for individual chapters.

The fund was designed for ATA chapters, so don’t let the opportunity pass you by. Contact: Mary@atanet.org at ATA Headquarters soon for all the details!
Techniques for Teaching Medical Translation into English

By Naomi James Sutcliffe de Moraes

This article is based on my experiences teaching scientific, engineering, and medical translation in the two-year Associação Alumni Translation and Interpreting Certificate Program in Brazil. To provide a bit of background, the Associação Alumni Certificate Program was established in 1971. It is a hands-on program rather than a traditional university-type theory course. The curriculum includes technical translation (four semesters), literary translation (one semester), consecutive interpretation (one semester), and simultaneous interpretation (two semesters). Each semester consists of nine weeks of classes translating into Portuguese, and another nine weeks translating into English. There are three reasons for this: 1) Brazilians regularly translate into English; 2) native speakers of English also take the course; and 3) being forced to translate into what is normally the source language strengthens comprehension.

I teach the scientific and engineering Portuguese-to-English class during the second semester (two hours per week for nine weeks). Homework is given once a week and returned the following week with corrections in ink (all assignments are graded according to the school’s standard error code). Only one medical text is given at this level, but biology and chemistry are often covered. I also like to teach texts on mechanical engineering (I have a B.S. in this area) and environmental engineering (a very popular topic for Portuguese-to-English translations). Since there are so many interesting areas and only nine weeks, I must choose my texts carefully.

The same students from my second semester class also attend my fourth semester Portuguese-to-English medical translation class. At this point, most of the students’ English grammar problems have been resolved (thank goodness!), allowing me to correct their texts electronically using the “track changes” tool in Microsoft Word. The fact that I have to spend less time on grammatical problems and can grade assignments more quickly in MSWord is important, especially given the fact that this module lasts only four and a half weeks (the last half week consists of the exam). Students receive homework assignments on Wednesday and must return them to me via e-mail by Monday so I can correct them, return them by e-mail (so students can see my comments), and prepare feedback by Wednesday. Needless to say, I have stayed up till two in the morning correcting homework on at least one occasion!

So how much medical translation can I teach in four weeks? Not nearly enough. One interesting aspect of the Alumni course is that it is very competitive (there are written and verbal entrance exams), so we get the best students. I have had medical doctors, veterinarians, lawyers, engineers, and dentists in my medical translation classes. Having such accomplished professionals as students can be quite daunting! Of course, there are also students who studied languages in college, English teachers, and housewives (many of whom are married to native English speakers).

Text Selection

Students are broken down into two groups upon admission to the program: the A group (those with stronger translation skills) and the B group (those with weaker translation skills). Most B students will not receive the Portuguese-to-English translation diploma, since this requires students to maintain an average of 90% or above on all assignments and exams. This also means that I cannot grade on a curve for each group, and I also cannot use qualitatively different texts for homework.

I try to focus on texts a Brazilian might reasonably be hired to translate into English: medical journal articles, abstracts, medical reports, and marketing material. The problem is that students without a medical background, especially those in the B group, are normally incapable of competently translating the first three types of documents just mentioned. Therefore, I have to balance the course plan by choosing texts they will have a reasonable chance of translating adequately, so as to build up their confidence. At the same time, I must not let my students get overly confident by picking texts that are too easy. This would be doing the students and the profession an injustice, since students scoring high marks on easier texts without being challenged would be given the false impression that they are whiz medical translators. This could eventually lead to a dangerous situation where translators who are really minimally qualified would attempt to translate complex medical documents, do a horrible job, and possibly kill someone in the process. There is nothing worse than a translator who translates any text...
that comes his or her way just because there is no other job available at the time. One of my chief objectives in the scientific and engineering translation course is to scare the nonscientific-minded students away from the areas of medical, scientific, and engineering translation while encouraging the scientific-minded students to accept greater challenges.

Subjects
When I began teaching the medical translation class, I used material provided by the previous teacher, such as articles on pain, aging, malaria, etc. After feedback received from the second semester students, who felt overwhelmed by the number of different topics being covered in engineering and science, I decided to try a different approach. Since both my in-laws have cancer and I translate many cancer-related documents, I decided to focus only on texts dealing with this disease. I employ a progressive approach, starting off with easier texts and gradually moving to more difficult material as students become more proficient. For instance, the first text contains basic cancer definitions taken from a Brazilian medical dictionary, the second text covers types of treatment, and the third and fourth texts concentrate on thyroid cancer and staging. The course exam deals with radioactive iodine treatment for thyroid cancer. Following this course plan, students are able to recognize and apply vocabulary they learn during the first class to all subsequent classes, thus allowing them to progressively acquire new terminology while building their translation skills. After using this new plan for two groups of students, I found that students with less medical experience (the majority) enjoyed it, while students with medical experience would have preferred more of a survey course.

Register
One important characteristic of medical translation is register. This can be broken down into the three following categories:
- doctor-to-doctor medical articles, laboratory reports
- doctor-to-patient medication inserts, marketing material, instructions
- patient-to-patient material provided by charities or organizations

The doctor-to-patient register is the trickiest to translate, because Brazilian doctors often use the same words for the first two registers, whereas an English-speaking doctor would not. For instance, I recently went to a clinic for a vaccine, and they told me they would give me the injection in the nádegas. I was a bit surprised, not expecting this turn of events, and the nurse went on to explain that she would give me the injection in the bunda, which is the everyday word. I would expect an American doctor to give me an injection in the “rear,” not the “buttocks” or “gluteus.” American doctors have been trained (at least recently) to use everyday language to discuss an illness with patients in order to put them at ease and stimulate their participation in their improvement. If patients do not understand how a medication should be used, or why, they are unlikely to take it as prescribed.

The patient-to-patient register is also interesting, because the text often has the doctor-to-doctor register word followed by a layperson’s explanation. When used carefully, these

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<td><strong>American English</strong></td>
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texts can be very helpful to medical translators. Translators working on doctor-to-doctor texts should try to use similar texts when researching and reading about the subject.

Table 1 shows some Brazilian Portuguese and American English terms in the doctor and patient registers.

**Research and Background Reading**

On the first day of class, I discuss various dictionary resources with my second semester and fourth semester students, although the dictionaries and resource materials are different for each group. The thing I stress most is the importance of non-translated dictionaries and resources. The reason for this is that a translation is only as good as the unknown translator, who was paid an unknown fee and allowed an unknown amount of time to complete the job. Many second semester students find Brazilian websites with texts translated into English and think they are all set.

For Portuguese-to-English translation, I recommend the *Diccionário de Termos Técnicos de Medicina e Saúde* by Luís Rey (see the reference list at the end of this article). Its main drawback is that it lacks a reverse index (it can only be used for Portuguese-to-English, unless you guess the Portuguese word). I recommend it because it was written by Brazilian physicians for physicians, and has proven to have correct English translations. I also mention the translated versions of Dorland, which both have English-to-Portuguese entries with a reverse index at the end. The disadvantage of all three is that the definitions, which are a good place to find collocations, are in Portuguese. For this reason, I recommend Stedman or Dorland in English, or the *Oxford Concise Medical Dictionary* (less expensive, but uses British English). For reference material, we recommend a basic medical book for students who are really interested in the area. I use *Clinical Medicine* by Kumar and Clark, which also uses British English (needless to say, I point out spelling differences whenever they pop up). Other useful tools are the *Merck Manuals*, available in English on the Internet and translated into Portuguese in print editions. A surprisingly good resource is an unabridged dictionary. For instance, I am constantly amazed by what I find in *Webster’s Unabridged*.

During the second semester course, the biggest problem is convincing students that everything found in a bilingual dictionary must be checked, either in a monolingual dictionary (preferably an unabridged version) or on the Internet. Since Internet sources are often of dubious value, I stress monolingual dictionaries. My rule is “back it up.” If a client asks you why you used a word, you need to know where you got it from, and a printed dictionary is more likely to impress him than some unknown website. Indeed, I make stu-

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<td><strong>Hormonioterapia no Câncer de Próstata</strong> Para a aplicação deste tratamento prévio combinando bloqueio androgênico total e Radioterapia a utilização de agonistas LH-RH como Acetato de Leuprolide ou Acetato de Goserelina é necessária para o bloqueio central e transitório da produção de testosterona além da combinação dos antiandrogênicos orais comuns ao tratamento do Câncer de Próstata avançado.</td>
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<td><strong>Medline:</strong> The most common hormonal treatments today use injections of luteinizing hormone-releasing hormone (LHRH) agonists. The U.S. Food and Drug Administration (FDA) has approved 5 LHRH agonist formulations for treatment of prostate cancer in the United States. Of these approved products, 3 involve different delivery systems for the LHRH superagonist leuprolide acetate. Sustained-release formulations of 2 distinct LHRH agonists, goserelin acetate and triptorelin pamoate, are also commercially available. Author: Sartor O</td>
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<td>The use of the luteinising hormone releasing hormone (LHRH) analogues—goserelin and leuprorelin—is well established and forms the backbone of the treatment of locally advanced and metastatic prostate cancer. Maximal androgen blockade using LHRH analogues and their adjuvant use with radiotherapy are discussed, as well as their experimental application in intermittent androgen suppression therapy. Authors: Gommersall L.M., Hayne D., Shergill I.S., Arya M., Wallace D.M.</td>
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<td>The Lancet: In advanced prostate cancer, androgen suppression (AS) by surgery or drugs controls testicular hormone secretion, and the further addition of an antiandrogen, such as nilutamide, flutamide, or cyproterone acetate, is referred to as maximum androgen blockade (MAB). The aim of this overview was to compare the effects on the duration of survival of MAB and of AS alone. Authors: Prostate Cancer Trialists’ Collaborative Group</td>
</tr>
</tbody>
</table>
Students provide a mini-glossary at the end of each homework assignment, indicating which bi- and monolingual dictionaries were used. If the Internet was used, I want to know the exact web address (yes, students have put the word “Internet” and nothing else in the source column). I have even had students use the Sea World website as a reference for biology texts! I do not grade the glossary, but use it as a tool to determine where the student went wrong. Even bilingual medical dictionaries must be checked (both Stedman and Dorland have translation errors).

The most important part of medical translation, for translators that are not medical professionals, is background reading. Physicians, nurses, etc., have been conducting background reading throughout their studies and careers. How can we get up to speed? By judiciously choosing to read material that is as similar as possible to the text to be translated. The material should not just have similar content—it needs to be in the same register (see discussion in the previous section).

As an example, I have reproduced in Table 2 a sentence from a Brazilian medical article on hormone therapy for prostate cancer (first box, with tricky words in bold). A search on the Medline/The Lancet websites using the following key words—leuprolide acetate androgen—brought up many articles. Sentences from three articles are reproduced in the second box. Note one feature of Brazilian medical texts: the use of English acronyms (LH-RH in this example, though with a hyphen not used in the English texts). One of the greatest challenges in poorly written texts is determining if an acronym is in Portuguese or English. In this text, the acronym is used without being defined, and the Medline search confirms that it is an English acronym. The objective is not to search for new texts with every sentence, but to read one or two articles on the subject and highlight the keywords that are most likely to appear in the Portuguese original. Make sure to check the origin of the authors’ last names. One Chinese name, one Greek name, and one French name probably means second or later generation Americans working in New York. Three Japanese names probably mean that the paper was written by non-native speakers, and therefore should not be used as a language reference. The editors of medical journals can only do so much! The location of the institution is not always a reliable clue. Many doctors are immigrants.

To emphasize the usefulness of background reading, I have students complete the following exercise during the first few classes of each semester. Students are given a Portuguese text and dictionaries and instructed to begin translating. After they struggle for about 40 minutes, background material is provided and translation continues. In later classes, the topic is announced beforehand and students must bring background material to class. One problem the second semester students always have is using too much of the background reading in the translation. They tend to insert text and ideas into the translation that do not appear in the original. It seems that students almost always need to go overboard a bit in this way before settling down to a happy equilibrium—using the background reading in an appropriate way.

Due to the short supply of good English-to-Portuguese dictionaries, we encourage the guess-and-check method. The guess can be made based on spelling, background reading, or a niggle in the back of the brain. One good method is looking the word up in an English dictionary with th instead of a f, with y instead of i, with ph instead of f, etc. Medical terminology, however, must always be checked carefully. When translating perineural, the translator may come across “perineurial” and think they have found the answer, when in actuality the word “perineural” does exist in English and is slightly different from “perineurial.”

**Medical Vocabulary**

I try to introduce medical vocabulary as a separate activity. For this, I use An Introduction to Medical Terminology by Andrew Hutton, but there are several other good publications available. Since beginning to use only those texts dealing with cancer in my fourth semester class, I have been covering the radiology and oncology chapters. Each chapter introduces relevant roots, prefixes, and suffixes, and then assembles them in various ways through exercises. Brazilian students are often more familiar with these Latin and Greek roots than English-speaking students, due to the dual register medical terminology used in the U.S.

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<table>
<thead>
<tr>
<th>Medical Vocabulary</th>
<th>Portuguese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miocardiopatia</td>
<td>55 hits</td>
<td>Myocardial</td>
</tr>
</tbody>
</table>
Needless to say, many bad spellers have pages on the Internet. If a common medical word does not have at least 5,000-10,000 hits, translators should worry. Part of learning to research the Internet is knowing how to interpret the results.

After working out *miocardiopatia*\>cardiomyopathy, students are again disillusioned by *miocárdio*\>myocardium and *miocardial*\>myocardial, just what they would have originally guessed. There is no logic.

Another problem is when English-speaking doctors do not use the long, complicated Greek/Latin words. One example is the word *linfonodomegalia*, which means “enlargement of the lymph nodes.” This concept should be spelled out. Brazilians commonly visit *otorrinolaringologistas* (there were even 3,000 hits for this term on Google) and think nothing of it. Remember, this is a country with city names like Itaquaquecetuba and Pindamonhangaba. They even have a pet name for them: *otorrinos*. The equivalent in English, however, is not otorhinolaryngologist, but “ear, nose, and throat specialist.” (There were 1,600 hits on Google for otorhinolaryngologist, and most of them were dictionaries defining the term). The string “ear, nose, and throat” had 236,000 hits, and the string “ear, nose, and throat specialist” had 7,000, which obviously makes this terminology the preferred option. Do otorhinolaryngologists even call themselves that? Who could pronounce it?!

From the first semester, all students at the Associação Alumni are encouraged to keep a running glossary. I always emphasize the importance of noting down the source, whether it be a dictionary, website, or colleague, as well as the definition if the word is unfamiliar in both languages.

**Collocation and Usage**

At the Associação Alumni, we stress the importance of referring to English source material as part of the background preparation for a translation into English. Living in Brazil for four years, I often do this myself to make sure no Brazilianisms have sneaked in. This technique is also useful for translating into British English, something which I am frequently called upon to do. Collocations that work for normal, everyday text may not sound so good in a medical text. For basic collocations and prepositions, I recommend the *Cambridge International Dictionary of English* (orange cover, for British English) or the *Cambridge Dictionary of American English* (blue cover, for U.S. English), which are also available on CD-ROM. These dictionaries clearly differentiate between different meanings of a given word, provide good examples, and indicate if the word is countable. (These dictionaries are useful principally for foreigners, though I do refer to them when grading homework in order to better explain why a given construction is wrong.)

One example is the word pain (*dor/dores* in Portuguese). Pain is usually uncountable, as shown in the *Cambridge International Dictionary of English*:

- **pain:** (some of the many examples)
  - The symptoms of the disease include abdominal pain and vomiting. [Uncountable]
  - Are you in pain? [Uncountable]
  - These tablets should help to ease the pain. [Uncountable]
  - I felt a sharp pain in my foot and realized I had stepped on some glass. [Countable]
  - He has been suffering various aches and pains for years. [Countable]

One common exception is the expression “stomach pains,” but we would not say “foot pains” or “arm pains.” Whether pain should be used in the plural normally has nothing to do with the use of the plural or the singular in Portuguese, and everything to do with the “specific grammar” of the word pain. Note the additional information a non-native speaker (or non-British English speaker) can get from these examples: the use of the word “in”; the possessive “my” (in Portuguese, a speaker would say “in the foot,” since the possessor of the foot is understood through context); and the collocation of the verbs “ease” and “suffer.” These examples might not solve the translator’s problem, but they at least make her realize there is a problem.

Other common (but unexpected) collocations are to “run a fever” or to “feel sick.” A problem I have recently run into is the use of the words *neoplasia/neoplasma* in Portuguese and their translations into English. The standard dictionary definitions are:

- **neoplasia** (pt: neoplasia) [Uncountable]
  1. Pathol. tumor growth.
  2. the formation and growth of new tissue.
- **neoplas (pt: neoplasma)** [Countable] a new, often uncontrolled growth of abnormal tissue; tumor.

But what is the poor translator to do when confronted with the following sentence?

Distinguem-se as neoplasias benignas e as neoplasias malignas...

Here, *neoplasia* is being used to mean *neoplasma*, but this should not be done in English (and is certainly questionable in Portuguese). Sometimes dictionaries only guide us, and
we must look to source texts and try to really understand what the writer means. Brazilian doctors are so accustomed to reading English texts that they sometimes forget how to write in Portuguese.

**Ambiguity**

An important goal of any translator is to recognize ambiguity in the text to be translated. An example in one of my class texts is:

pela redução da produção normal do hormônio pelo corpo do paciente. Isso pode ser conseguido através da retirada cirúrgica do tecido que o produz, pela sua destruição através de radioterapia ou através de medicação.

Does the medication destroy the tissue or reduce hormone production? This is the kind of thing that translators should ask their clients about. In English, there is no easy way to make the text equally ambiguous, and ambiguity was obviously not the intention of the original author anyway—he knew what he meant.

Another common problem is the use of *isso/isto/este/esse/esta/essa*, which can all be translated as “this” in English. Needless to say, the translator often needs to repeat the subject/object instead of simply using “this” in English.

**English Problems**

Since my students are mostly non-native speakers of English, they tend to make the same mistakes both during the second semester and the fourth semester (though I do see improvement, thank goodness!). The biggest problem word in medical and scientific translation is *apresentar*, which in addition to present/show/display also means “to have.” Indeed, Brazilians bend over backwards to avoid using the verbs “to be” and “to have.” One of the favorite substitutes is *apresentar*.

Tendo em vista que um órgão pode *apresentar* vários tipos histológicos de tumor.

Crianças e adolescentes que recebem ácido acetil salicílico cronicamente, como tratamento para a doença de Kawasaki ou artrite reumatóide, por exemplo, pelo risco de *apresentarem* Síndrome de Reye.

In the first example above, *apresentar* can easily be replaced with “to have” or “can be seen” by restructuring the sentence. In the second example, “to have” does not fit well, but “contract” does. Even better would be to omit the verb altogether: “due to the risk of Reyes Syndrome.” So, after constantly reminding my second semester students that *apresentar* is only translated as “present” when discussing Mick Jagger (stage shows or presentations), I then introduce them to sentences like the following:

Postmenopausal women who *present* with fractures (to confirm the diagnosis and determine disease severity).

Augh! So, where did this strange use of “present” come from? To make matters worse, *apresentar* is used with this meaning in Portuguese. Basically, I explain to students that this use exists, but tell them to use “to have” or no verb instead, since these options will be understood just as well and by a larger range of people.

Most major problems I correct are related to sentence structure. Even native speakers can fall into structure traps when in a hurry. The golden rule in scientific and medical translation is SVOC (Subject, Verb, Object, Complement). This is the standard order English-speaking readers expect when reading these types of texts. To illustrate this fact to my

<table>
<thead>
<tr>
<th>Original Portuguese</th>
<th>Typical Student Translation</th>
<th>Improved Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>É necessário que o anticorpo não leve o sistema imune a destruir tecidos sadios.</td>
<td>It is necessary that....</td>
<td>The antibody must not...</td>
</tr>
<tr>
<td>Há anoxia nos tecidos...</td>
<td>It occurs anoxia in the tissues...</td>
<td>There is anoxia of the tissues...</td>
</tr>
<tr>
<td>Os anfíbios em questão são pererecas do gênero Phyllomedusa, e são quatro as espécies que vêm sendo estudadas:</td>
<td>...of the genus Phyllomedusa, and four are the species being studied:</td>
<td>...Four species are being studied:</td>
</tr>
</tbody>
</table>
students, I even analyze a paragraph on fossils from an encyclopedia and show that every single sentence, without exception, has the SVOC form. Some typical examples are given in Table 3. Another clue that a structure problem exists is the use of the pronoun “it” without a reference. If the student cannot tell me what “it” is, it is wrong.

Quality and Humility
The most important characteristic of a medical translator (who is not a physician, or who is translating in an area she is not familiar with) is humility. Peoples’ lives may be at stake. The same rule applies to engineering and science translations—have your work reviewed! I charge extra for medical texts, and pay another translator to review my work. I have colleagues who are MDs, DDSs, DVMs, psychologists, and nutritionists, all with translation certificates. As you learn from your mistakes, you will make fewer errors and pay your editors less (I pay by the hour, and charge by the hour when I am asked to edit). I do not know if I will ever reach a point where I feel my medical translations (except for light marketing material) will not need to be reviewed.

Conclusion
Needless to say, the methods described here can be applied to teaching any specialist subject, with slight adjustments.

References

We Need You!
The School Outreach pages are a work in progress (which is another way of saying that we’re making this up as we go along). They’re not perfect, and we very much hope they’ll never be complete. Of the more than 100 responses to our initial appeal, some suggestions could be implemented right away, while others required more time and work. This means that we’re still following up on a number of very valuable leads. And we’re sure that what’s already on the pages can be made even better. Please use the “Feedback Link” on the Welcome page to tell us how!

And by all means, let us know immediately if we’ve somehow failed to include or recognize you. We’ve made every effort to acknowledge everyone whose material was included on the site, but we may have dropped the ball in a few places. If you contributed material and don’t see it on the site (or worse, your material is there, but your name isn’t), please, please, please contact us so we can make it right.

If you’re willing to help, this effort can have an enormous impact. We’d like to think that in 10 or 15 years we could walk into an elementary school classroom anywhere in the U.S., ask “What do you want to be when you grow up?” and be no more surprised to hear “translator” than “fireman” or “doctor.” It won’t happen overnight, but the numbers are on our side. ATA has 9,000 members. If each of us spoke to just one class of 25 kids once a year, we’d reach over 200,000 students annually. It’s high time we got serious about this. The best time to plant a tree is 20 years ago. The second-best time is right now.

Reach out to your local school today!
“Language and thinking are so closely related that any study of the former is bound to be a contribution to our understanding of the human mind.”

—David Crystal

Not too long ago, I did a Spanish translation of an educational program booklet for a California school district. Some time after the publication of my work, a Spanish-speaking woman, who stated she was not a parent, called my boss to complain about the way I had “distorted the Spanish language.” I was very upset and embarrassed when my boss told me about this, but luckily he provided me with great support. He told the woman that I was a native Spanish speaker and an experienced translator, and added that he believed my translation was indeed very accurate. My boss also asked her to point out the passages she was unsatisfied with. The woman refused to do it and merely complained that, in general, there were a lot of “things that parents will never understand” in the booklet because no Spanish-speaking person would ever use such odd terms. In short, the language didn’t sound right to her.

With great concern I reviewed my translation and tried to determine what this woman had found so objectionable. After making sure that there were no grammatical errors and that the translation was indeed accurate and the Spanish text readable, I came to one conclusion. Having been educated in a very different educational system and culture, there were a lot of concepts that were completely foreign to my critic. These were all new concepts that did not exist in the educational system of her native country, much less at the time when this woman attended school. What is a translator to do when she is faced with a source text (ST) that addresses concepts for which there are no existing terms in the target language (TL)? In all languages there are hundreds of terms that represent concepts unique to a particular culture or society. These terms are very difficult to translate at best, and impossible at worst.

Whereas in English there is only one word for snow, in Eskimo, for obvious reasons, there are several. Of course, English can make distinctions among dry snow, fine snow, soft snow, and so on, but in Eskimo these distinctions are lexicalized; that is, each one is expressed through a distinct individual word. Concepts that are important to a certain culture receive a term. The opposite is reflected when it is not possible to express such a concept through a term, but only by means of an explanatory phrase. For example, take kinship terms in Russia. In his book Sociolinguistics, Peter Trudgill says that in the middle of 19th-century Russia there were many kinship terms that have now been forgotten or abandoned. For instance, “my brother’s wife” was nevestka, but is now expressed simply as zhena brata (wife of brother). Similarly, the term yatrov (husband’s brother’s wife) has now completely disappeared. The loss of importance of these particular relationships and the corresponding linguistic changes, says Trudgill, are due to the fact that cultural changes in Russia have led to the rise of the smaller nuclear family. I’m sure that after Glasnost, the Russian language underwent many other radical changes. I wouldn’t be surprised if the word tavarich, used during the Communist regime, has gone the same route as yatrov.

In Mexican Spanish, the term compadre expresses the relationship between the father of a child and the child’s godfather. Compadre is one term that a translator would not attempt to translate into English. Now think of terms like encore, détente, gestalt, mensch, machismo, malaise, safari, schlep, schmaltz, etc. These foreign terms are rarely, if ever, translated by means of a phrase or an explanatory sentence. The concepts they represent are very particular and are best expressed in the language from which they originated. Once a concept is inferred by or explained to the listener/reader, the foreign term continues to be used as is, thus making it highly likely that it will be incorporated into the national language. It is no longer smooth sailing for translators when a translation demands that they come up with a term in their language to represent a concept that is alien. And there is a reason for this. Why would there be an equivalent word for a term like freeway in Laos or fjord in Somalia? A translator is further challenged when he or she has to come up with a new term in the TL that is short enough to fit in the restricted space available in a particular document format.

Even apparently simple and straightforward words like privacy may pose some problems. According to Webster’s, privacy means: 1) the state of being private; retirement or seclusion; and 2) the state of being free from intrusion or disturbance in one’s private life or affairs (the right to privacy). In many third-world countries the concept of privacy is not...
an issue. There are situations in which a family of five or six has to share a one-room dwelling. The phrase “respect for my privacy” in one of these cultures is absurd because personal space is not an option. Moreover, there are countries where it is not at all uncommon to find a large extended family living in the same house with a more traditional nuclear family. Families invariably find room for a widowed grandmother, a divorced uncle, or a second cousin who is temporarily out of work. In these countries, the concept of a couple having only one child is not a happy one. Survival is hard in poor countries and premature death is not uncommon.

Survival is hard in poor countries and only one child is not a happy one. tries, the concept of a couple having temporarily out of work. In these countries, the concept of a couple having only one child is not a happy one. Survival is hard in poor countries and premature death is not uncommon.

If you look up the equivalent Spanish word for privacy in any Spanish dictionary, you will find that, although the terms privado (private), an adjective, and privadamente (privately), an adverb, exist, there is no such term for privacy, a noun. Some translators, including me, have rendered privacidad for privacy when it is necessary to express the real meaning of this foreign concept in a Spanish text. I have a friend who tells me that the right translation for this word is intimidad, intimacy in English. Yes and no. While you may sometimes get away with using intimidad for privacy in Spanish, like when you are translating “in the privacy of your home” for en la intimidad de tu hogar, it simply won’t do in many other contexts. And what happens if we were to find the word intimacy in the same text along with the word privacy. Would my friend translate both words the same?

I believe I understand now what my critic meant when she said that my translation distorted the Spanish language. Her complaints did not stem from the fact that she disliked my style or thought the translation was poor. Proof of this is that when she was invited to point out the specific paragraphs she found “distorted,” she couldn’t come up with a specific answer. Most likely, her objections centered around all the foreign concepts that were first explained to the best of my ability and later coined as Spanish neologisms that the woman understood, but had never heard before. The educational system in the U.S. as explained in the booklet I translated seemed alien to her. She wanted to find her native culture reflected in the context of another culture. She wanted to read about students, not reclassified students, she didn’t want to read about percentiles, and she was expecting to read about schools, not feeder schools. Terms like biliteracy, charter school, computer literate, English learners, math facts, open house, pattern drill, racial balance, referral, secondary competency improvement, truancy, and upperclassman rendered in her own language sounded like a whole different world! And indeed it is. But what is a translator to do?

When translating concepts that are foreign to our culture, no matter how hard we try to adapt and maintain the purity of our language, we will not find the exact terms because their equivalents do not exist in our language. And no matter how competent we are in our profession, our translation will sound...well, like a translation. I believe that a translator has the following options when translating foreign concepts:

1. We inevitably have to coin a new term(s) that expresses the foreign concept as accurately as possible, regardless of how strange it/they may sound.

2. When appropriate, we render a very liberal version in the TL. For example, instead of expressing the term as a noun for which there is no equivalent in the TL, we adapt the sentence to express the idea through the use of a verb or any other appropriate way.

3. We avoid translating the term completely and explain it instead.

4. We can use a term that, although not formerly incorporated into the SL dictionary, is commonly used by a large majority of the speakers living in the country where the TL is spoken. This was the case with the word implementar, which has recently been adopted by the Real Academia de la Lengua Española.

5. And finally, we can leave the term as is in the SL, using italics or quotation marks, and explain it as best we can in parentheses. This option, of course, takes too much space and may pose a special challenge if space is restricted.

It is important to remember that all new terms were neologisms when they first made their appearance in the English dictionary. It is also important to remember that language is not passive. It is constantly changing and created every time we speak. It reflects the mind of the speaker and the reality in which he or she lives. Remember, just as individuals are unique, so are cultures.
n an effort to improve the theoretical base and methods by which interpreters are trained and evaluated, a study involving a parallel corpus of renderings from student interpreters was developed. One of the analyses performed on this corpus involved taking the types and frequency of errors student interpreters made when working into their non-native language and comparing these to the errors students made when working into their native or dominant language. Each error or lexical shift was considered according to two factors: 1) its effect on the conservation or distortion of the original message, and 2) the mechanics by which it occurred. Contrary to “conventional wisdom” about native-language bias in interpreting, a surprising number of language production errors were identified when students interpreted into their native language. Possible causes and remedies are presented in this article.

Introduction

Conventional wisdom suggests that an interpreter’s rendering is substantially more complete and precise when working from an acquired or “second” language into one’s native language. It has been hypothesized that one possesses more linguistic resources in one’s native language, including a broader vocabulary and an intuitive sense of grammar and syntax, making it easier to produce well-formed utterances in the dominant language. Conventional wisdom also suggests that one’s passive knowledge or ability to comprehend material in an acquired language is more developed than one’s ability to produce well-formed speech in that language. By capitalizing on the stronger skill sets for each language, an interpreter is expected to produce significantly fewer errors when working from a second language (L2) into one’s native language (L1). The preliminary findings of this corpus-based study of student interpreter performance in the simultaneous mode suggest that the L1 advantage may be overstated. Surprisingly, many of the native-speaker errors identified here are similar to those made by English speakers learning Spanish.

“…The perceived ‘home-court advantage’ of interpreting into one’s native language may not reflect the importance of well-developed comprehension skills and cognitive load management…”

Description of Study

The information presented is drawn from a corpus-based, descriptive study of student interpreter performance consisting of 40 renderings of two brief conference speeches. One speech, consisting of 779 words, was given in Spanish and rendered in English, producing a corpus of approximately 35,000 words in the target-language text. The second speech, consisting of 1,059 words, resulted in a corpus of approximately 45,000 words in the target-language text. (For the purposes of this discussion, “source text” [ST] and “target text” [TT] may refer to either the written or spoken word.) The student interpreters whose work comprised this corpus were all native speakers of Peninsular Spanish who had acquired English in an academic setting. All were in the final stages of an undergraduate degree in translation and interpreting, which included 90 hours of instruction in simultaneous interpreting.

The students’ performances were recorded simultaneously under identical conditions in the Conference Interpreting Language Laboratory at the Universidad de Alicante in Alicante, Spain, in June 2000. Each recording was transcribed with pauses, hesitations, and false starts indicated. Both the audio recordings and their transcriptions were subjected to analysis in the study. The purpose of the study was to identify the most common areas of difficulty encountered by students in order to improve interpreter training in such a way that investigator preconceptions about interpreter performance would have a minimal effect on the identification of lexical shifts, errors, and the tactics used by interpreters in the study. The study was structured to identify any deviations from the ST message in terms of meaning, rhetorical value, and comprehensibility to the TT receiver (reader or listener). A coding system was developed to indicate the effect of each error or shift, as well as the mechanics by which the shift occurred. (See page 35 of the November/December 2002 ATA Chronicle for a detailed description of the study’s approach and structure.)

Error Analysis

English-speaking students of Spanish often encounter difficulty when confronted with situations in which a single English word must be expressed by two or more distinct words in Spanish, depending upon the context. Teachers of Spanish can attest to the difficulties presented by word pairs, such as por/para (for) and saber/conocer (to know). Other difficulties include word pairs like cuestión/pregunta (matter/question), the
use of the subjunctive mood, and agreement in gender and number. It is interesting to observe that native speakers of Spanish occasionally encounter these same problems, although presumably for different reasons. Analysis of such errors may offer insight into the difficulties interpreters encounter and the tactics they use to overcome them when under the cognitive strain of simultaneous interpreting.

Grammatical Errors

Agreement. Simultaneous interpreting requires interpreters to begin to render the ST before all of the information is provided. Because of this, gender- and number-specific terms, such as adjectives, verbs, and articles, must often be rendered before the nouns with which they are associated are mentioned. This often leads to agreement problems; however, this fact alone does not account for all the agreement errors encountered within the corpus of this study. For example, one of the student interpreters rendered a noun and its adjective in the plural and the verb in the singular: “desconfíeis de los partidos políticos, lo que en mi opinión está pasado de moda...” It may be argued that the terminal /n/ in the verb “están” was simply not enunciated, making this an error of pronunciation. However, the native-speaker informants who received audio recordings of this passage disagreed, identifying the verb as third person singular, present tense. In another example, an error in number agreement was compounded by confusion between the verb form associated with the second person singular formal pronoun “ustedes” and the second person informal pronoun “vosotros”; “muchos de vosotros estás escuchado... que están cansados de escuchar...” The plural pronoun “vosotros” calls for the verb form “estáis,” rather than the third person singular/second person singular formal verb “está.” The self-correction found in the second phrase utilized a verb form that was appropriate in terms of number, but which did not agree with the informality of the pronoun with which it was associated. In one case, the article and noun were given in the plural, but the related adjective was singular: “las consultas nacionales.”

Subjunctive Mood. The subjunctive mood is frequently problematic for English-speakers learning Spanish. Uncertainty as to when the subjunctive mood is preferable to the indicative is often cited as the source of this difficulty. In the following passage, “...so please be very specific in your recommendations...” the phrase “so please” unambiguously signals the need for the subjunctive. In the study, nine of the interpreters incorrectly used the indicative mood, three settled on the subjunctive only after false starts and hedges, and one omitted the passage. The fact that some students struggled with this passage is suggested by the high incidence of error as well as hesitations in delivery: “...ah... da... así... eh... dan... una información más concreta...” and “y... así que es muy específico... son muy específicas vuestras recomendaciones...” Apart from the erroneous use of the indicative mood, the first of the two examples contains two lexical errors: información (information/report) and más (more). Interestingly, English-speaking students of Spanish often confuse muy (very) with más (more).

Syntax Errors. Within the ST, the speaker states the “main purpose” of the meeting. Only 11 of the student interpreters taking part in the study correctly rendered that phrase in terms of both meaning and syntax; 13 omitted either the adjective or the entire phrase. Four students altered the meaning. The remaining 13 students placed the adjective before the noun it modified. While such an error does not substantially alter meaning, it does deviate from TL stylistic norms, suggesting that the syntactical pattern of the ST passage influenced the TT in those cases. Increasing ear-to-voice span (EVS), or the time between hearing a portion of the ST and rendering it as speech, would be helpful in reducing the impact of this influence.

Lexical Shifts

A number of errors were related to words with multiple meanings or applications that vary in the TL according to the context. English-speaking students of Spanish often struggle with word pairs such as por/para (by/for), ser/estar (to be), and saber/conocer (to know). It is interesting to note that these same words can be problematic for native speakers of Spanish. In the study, the ST contained a passage in which the phrase “... (it [Europe] can only be built) with you and for you.” This phrase could be appropriately rendered as “... con ustedes/vosotros y para ustedes/vosotros.” Six of the interpreters incorrectly rendered “for” as “por,” which would be understood to mean “...with you and by you” in English, which is redundant and also alters the meaning of the phrase. In four cases, the students noted the error and corrected themselves: “...con ustedes y por us—y para ustedes...” or “...por vos—con vosotros y para vosotros.” Other self-corrections were less successful: “por t—contigo y sin ti... cont—y por ti.” Here, it would appear that the interpreter realized through self-monitoring that an error had been made, but did not seem to
notice that “you” had shifted from the plural “vosotros” to the singular “ti.” Such compound errors increase the decoding effort required of the TT receiver.

In another case, the ST included the verb “to know” in a similar context: “I know some of you have come...” and “I know most of you have been meeting...” The ellipsis of “that” following the verb is likely to have exacerbated the interpreter’s difficulty in selecting the appropriate verb in Spanish. In the first occurrence, five students inappropriately used the verb conocer, which is used when referring to acquaintance with a person or knowledge of a subject, rather than knowledge of a fact. Self-corrections, false starts, and other disfluencies appeared in 11 cases, implying some degree of difficulty or self-doubt about the verb choice. In the second occurrence, none of the renderings included “conocer,” but 10 cases of disfluency, altered message, or omission were noted, implying continuing difficulty with the term.

The English word “question” has two distinct meanings in Spanish. In cases where a question is asked, the verb “preguntar” or the noun “pregunta” would be appropriate. When used as a synonym for “issue” or “matter,” as in “a question of right or wrong,” the noun “cuestión” is appropriate. The term appears four times, and in each case, the ST meaning is closer to “preguntar” or “pregunta.”

ST: “I would like to pose a series of questions [Unit 129] for you to use as a guide during our work sessions over the next three days. These questions [Unit 136], or perhaps we could call them ‘points of debate’ or ‘points of discussion,’ are based on the information that I have received from you and your... ah... national committees.”

“... and this is where the question [Unit 177] comes in...”

“... so my question [Unit 215] here is...”

Unit 129 was incorrectly rendered as cuestión or cuestiones by only six interpreters; one rendered it as temas (themes/matters) and one used cosas (things). The second, third, and fourth uses of “question” (Units 136, 177, and 215) all refer back to the first use, in which the speaker states that a series of questions will be posed. Unit 136 was rendered as cuestiones or temas by 12 students and omitted by two. It may be argued that Unit 136 refers to a matter for discussion (cuestión), but the demonstrative adjective “these” and the term’s contextual association with the first use of “question” strongly suggests the sense of preguntas. The third occurrence (Unit 177) showed the greatest error frequency, with 12 uses of cuestión or a synonym, nine omissions, and two uses of the phrase “pregunta en cuestión,” resulting in 23 incorrect renderings. Seven interpreters rendered Unit 215 as cuestión, and the term was omitted by three interpreters. The high incidence of lexical error in Unit 177 may have resulted from efforts to avoid excessive repetition of pregunta; however, the use of cuestión changes the meaning of the utterance.

It is important to remember that the student interpreters in the study had to render these terms as they were presented, thus depriving them of the full context from which to determine what TL term was most appropriate. At this writing, no precise measurement of the EVS has been performed on this corpus, but it is clear that those interpreters who lagged further behind the ST were more likely to render the term appropriately, having benefited from a more fully developed context. Again, this suggests that students would benefit from increasing their EVS through memory and multitasking exercises.

Phonetic and linguistic interference appear to be the source of numerous errors. In some cases, students repeated English words. Interpreter #7 repeated the phrase “as a matter of fact,” seemingly unaware of having switched momentarily into English. In other cases, individual English words were parroted by the student interpreters, but they corrected themselves (for example, “...dijisteis muy... dijisteis muy claramente...”). This phenomenon was also observed in the Spanish-to-English corpus. In one case, the phrase “...no sólo en cuanto a...” was rendered as “...not sólo en...,” which may also illustrate difficulty with the polysemic preposition “en” (in/on).

In some cases, certain phonemes were repeated within Spanish words. The term “efforts” was rendered as “las ofertas,” roughly reproducing sounds contained within the ST term rather than rendering its meaning. “Youth” was rendered as “vosotros” (you), suggesting that the students had not heard the terminal /θ/, resulting in a phonetically related comprehension error. “Discover,” which is “descubrir” in Spanish, was rendered as “dscecgbrar,” mimicking the first two vowel sounds. In another case, the interpreter rendered “minorities” as “minoritas,” in lieu of the correct “minorías,” apparently led astray by the “it” sound within the ST term. “Students” and “schools” provoked similar phonetic repetition.

Other errors seem to result...
from phonetic interference, although the mental process is unclear. For example, “committees” was rendered as “comicios” (elections). It would appear that the syllable /com/ misdirected the interpreter, who then applied a term that, although incorrect, could plausibly be found in the context of the ST. Phonetic or linguistic interference resulted in word inventions identical to those of English speakers learning Spanish, such as “sugestiones” (sugerencias) and “protectar” (proteger). Suffixes were also carried inappropriately into the TL. The most frequent error of this type involved the word “marginalización.” The ST makes reference to “social exclusion and marginalization.” Marginación is the appropriate term in Spanish, but nine students rendered this word as marginalización, echoing the suffix of the word in English, apparently without realizing that they had done so. Another five made the same mistake, but corrected themselves. One interpreter rendered the phrase as “marginalización y la exclusión,” rendering the first word correctly, but misapplying the suffix to the other noun within the phrase. It is interesting that the Spanish-to-English corpus also referred to “marginalización,” which was rendered by a number of students as “margination,” resulting in an interesting parallel error.

Another high frequency error involved a reference to various European nationalities: “...in addition to being Spanish, French, or Dutch.” The correct term for Dutch in Spanish is “holandés.” Eleven students rendered this term as “alemán” (German), three rendered it as “danés” (Danish), eight omitted the information entirely, and 10 included hedges, such as “etcétera” and “lo que sea” (whatever), implying uncertainty about the correctness of the word choices. Only 12 students correctly rendered the term, although even they did so with hesitations, hedges, or self-corrections. It is possible that the students heard “Dutch” as “Deutsch,” but that word does not exist in English or Spanish. It may be that because these were European students, the meaning of “Deutsch” was commonly known, so that under the pressure of simultaneous interpreting, “alemán” was a more readily available term to them than “Dutch.” Those who said “danés” may have been aware that the speaker was not referring to being German, and mistakenly selected another North Atlantic country in an effort to avoid a term they felt was incorrect.

Calques

The figurative use of language is often problematic in that the ST imagery may require adaptation to the TL culture. For example, something that costs “an arm and a leg” would be appropriately translated as costing “un ojo de la cara” (an eye off/from the face). Calques often result when such distinctions are not observed. Interpreters must divorce themselves from the ST form in order to find an equivalent that is meaningful in the TL. In one passage, social exclusion and marginalization were referred to as the “scourges of our modern societies.” The literal senses of “scourge” are: a whip, the blow of a whip, or whipping as a form of punishment. A figurative use of the term is a cause of suffering. Given the relative infrequency with which the term is used in its most literal sense, it is surprising that 12 students knew that particular meaning, inappropriately rendering it as “azote” (whip, whip-strike). The term was omitted by 11 students, thereby diminishing the rhetorical effect of the ST passage.

Twelve students abandoned the imagery of whipping and more closely approximated the original message, using “plaga” (plague/blight), “lacra” (blemish/scar), “espinita” (small thorn/sorrow), and “sufimiento” (suffering). The reference was omitted by 11 interpreters and rendered with inappropriate word choices by the remainder. Inexplicably, one student rendered the term as “escuerdo” (toad/weakling).

Predicting Utterances in the ST

At one point, the ST made reference to international television. Only eight of the interpreters correctly rendered both “international” and “television.” In 14 cases, the term was rendered as “Internet.” Erroneous renderings included: “...puede utilizar Internet en la televisión...,” “... a... a... Internet en la televisión...,” “... a televisión a Internet...,” and “... televisión en casa...” The passage was not lexically difficult, as both terms have close cognates in Spanish. It appears that the term “international,” coupled with “television,” was unanticipated. As university students, the interpreters participating in the study probably make frequent references to the Internet. One’s world knowledge and familiarity with the topic at hand also play important roles in predicting ST utterances. According to Gile’s Theory of Gravitation, the frequent and/or recent use of terms tends to make them more readily called to mind than terms that are used less often or less recently (Ref. 2). It seems likely that students heard “inter—” and jumped to the conclusion that the speaker was referring to the Internet. If true, this group of errors reflects a combination of phonetic interference and anticipation error. Once again, improved EVS could reduce this type of error. Additionally, students can be made aware of the
common tendency to “lock on and lock out.” This is where the interpreter subconsciously reduces the level of attention being paid to a speaker because he thinks he knows what is going to come next based on assumptions he has made on what has already been heard and understood.

**Formal vs. Informal Address**

Another area of difficulty for English speakers learning Spanish is the question of formal and informal address. In Peninsular Spanish, this distinction is observed in both the singular and plural forms. In the study, the ST began with the honorific “ladies and gentlemen,” and all interpreters rendered this phrase with comparable phrases in the TL. Students were told that the ST speech was given by an adult addressing a group of students. From this, it may be argued that either the formal “ustedes” or the informal “vosotros” would have been an appropriate rendering. It may also be argued that the informal form has condescending overtones in this setting, and that its use may alter the rhetorical value of the original speech. In all but 10 cases, students began with the “vosotros” form of address. Of those 10 who employed “ustedes,” two students started with “vosotros” and then corrected themselves. Seven of those who began with “ustedes” vacillated as many as four times between the two forms of address. All of those who began with the informal “vosotros” consistently applied that form throughout the speech. Pragmatics and rhetorical value aside, these vacillations can be distracting to the TL receiver.

**Conclusion**

The errors discussed here represent only a small number of lexical shifts identified within the English-to-Spanish portion of the study corpus. Many of the shifts identified would have little effect on the TL receiver’s comprehension of the speech. The importance of these errors lies in the fact that they provide some insight into the areas where interpreters experience the most difficulty, which might be helpful in suggesting teaching strategies to improve performance quality.

The problems involving grammar seen in this study, such as agreement and the use of the subjunctive, are unlikely to arise from a poor command of Spanish, given that the students involved in this study were graduating university students whose native language was Spanish. It is more likely that these errors were due to poor cognitive load management, which can result in errors unrelated to the difficulty of a given passage (Ref. 3). It is also possible that these errors relate to attempts to render utterances before they are developed to the point where reasonable predictions can be made. In this latter case, improving EVS would be helpful. Comprehension errors may certainly be reduced by improving EVS, which can be accomplished by presenting interpreters with a more complete message prior to their rendering it in the TL.

Other comprehension problems may be ameliorated through close listening and directing students’ attention to the significance of function words, such as prepositions and conjunctions. Exposure to and practice with manipulating transitional phrases and other conventions frequently employed in speeches of this type would improve comprehension, prediction skills, and permit interpreters to prepare an arsenal of comparable devices in the TL while reducing the overall cognitive load. Questions of pragmatics, such as the appropriate level of formality in addressing the audience, may be codified to some extent, in much the same way that journalists are directed by their employers’ style guides. As the subjects of this study were all in their late teens or very early twenties, some problems may be presumed to be related to limited knowledge of the TL vocabulary and culture and to a lack of familiarity with certain speech patterns of public address. Additionally, teaching students to liberate themselves from the formal aspects of the ST and to focus on the underlying message and intent will improve accuracy and fluency (Ref. 4).

As mentioned in the introduction, what has been presented here is part of an ongoing study and is by no means exhaustive. Many of the errors identified were unanticipated at the outset of the study, and suggest that the perceived “home-court advantage” of interpreting into one’s native language may not reflect the importance of well-developed comprehension skills and cognitive load management. Much analytical work remains to be done before the errors identified in this study lead to a reliable identification of their causes and to specific teaching strategies. The author welcomes collaboration and comments in the hopes of improving the training and education of interpreters through empirical evidence, thereby strengthening the theoretical base to guide instruction.

**References**


Continued on p.46
have already related elsewhere how much I owe to Ribeiro Couto, who is principally responsible for my coming to Brazil. It was precisely on March 13, 1941, that I first saw the poet with whom I had already been corresponding for about two years. Upon my arrival in Rio, a refugee from a Europe in convulsions, he had been the first person I had sought out. I learned, to my great disappointment, that he was out of the country. But on the afternoon of March 13th, here he was, appearing in my little hotel in Flamengo, bringing me the comfort of his extraordinary vitality along with my first Brazilian embrace. Finally, after a brief conversation, he took me to a dinner of friends, one of the famous dinners that took place on the 13th of the month. Still unaccustomed to the language, the heat, new customs, my anxieties, and my nostalgia for the past, I was tossed abruptly into the midst of a gathering of literary figures and journalists—a hub-bub of malicious observations, slang, allusions to the day’s happenings, and biting commentaries on people and things.

Exhausted by the effort of catching only snatches of conversation, and not wanting to seem entirely feeble-minded, I left the dinner in a daze without having learned the identity of any of my dinner companions. (And how complicated those never-ending surnames sounded!) For me, the 20 at dinner were somehow mangled into a single noisy being with 20 faces, and only later, as the months passed, was I able to separate them out. Ribeiro Couto had already returned to Europe once more, and I was still trying to identify the participants in that first dinner, among whom Raimundo Magalhães, Jr., Peregrino Junior, Odilo Costa, the younger Francisco de Assis Barbosa, and Dante Costa would become dear friends. In turn, they would bring me into contact with other future friends. The seeds planted on that March 13th would germinate and bear fruit. Thus, the first time I met Ribeiro Couto in the flesh it was through participating in a rite which was inseparable from his way of being: the cultivation of friendship.

“…The mission of the artist consists in communicating a certain happiness, a taste for living…”

With the passing of the years, letters, books, magazines, and requests for information arrived from unknown friends of Ribeiro Couto. This correspondence, from such places as Paris, Stockholm, Prague, and Zagreb, allowed me to surmise with near certainty that in each one of these cities, and in many others, there must exist a dinner on the 13th, with the presence, sometimes actual, sometimes symbolic, of our poet.

I sometimes take pleasure in imagining the picturesquely heterogeneous company that the translators of Ribeiro Couto would form around a table (in some extraplanetary restaurant, and at the point of intersection of similar fondness coming from the most varied directions): Ante Cettineo, from Yugoslavia; Enzo di Poppa, from Italy; Per G. Ekström, from Sweden; myself, from Hungary. And this banquet would have yet another guest, the poet himself, who, acting as his own translator, once presented the French public with a selection of his poems. He even had the courage to do so with a bilingual edition, showing that he did not fear comparison of the two versions, but rather wished to facilitate it.

The poet’s faithful readers will remember that, in 1944, he gave the title Dia Longo to a selection from his complete poetical works published in Lisbon. Years later, the same title appeared on the covers of other anthologies of his verses, published in Italian and Croatian, in Siena and Zagreb, respectively. The presence of a similar title on the title page of the French edition underlines his intention of summing up the substance of the work under consideration. (However, the four anthologies differ noticeably in their selection of poems. Each of the three translators selected, from ample material in the Portuguese volume, that which was most in tune with their sensibility, and that which, given the resources of the respective languages, seemed most able to be carried over into a new tongue.)

But can poetry be translated into another language? The problem has given rise to much discussion, and is one of those which does not allow one to glimpse a satisfactory solution. In passing from one language to another, the poem is fatally altered in most of the elements, the combination of which, impossible to specify, make it a unique creation. Despairing at the difficulty of the task, many renounce a complete translation from the start, and adopt a version in prose. However, poetry translated into prose, according to Heine, is nothing more than stuffed moonlight. Others, in search of an unattainable fidelity, are obstinate in maintaining the meter, sacrificing part of the rational component. “I believe that a translation of a work of
art would be a useful thing, a great and beautiful thing, if there were not a little problem...the fact that it is simply impossible,” objects Antero de Quental.6

It is clear that in becoming the translator into French of a handful of his own poems, Ribeiro Couto, as zealous with the melody of each verse as he was conscious of the value of each word, was not unaware of such dangers. Precisely because he had experience in his own lyrical “praxis” of the inseparability of idea and expression, as a gourmet of sound and harmony, the question of the translatability of poetry preoccupied him for a long time. It is a problem which, in his eyes, was identical with that of the problem of poetic creation, of the genesis and expression of the poetic act. As proof of this preoccupation, in an introduction to the 1952 Yugoslavian anthology of his verses, En louange du traducteur, he wrote:

“To translate is to create with this negative difference, for the translator, that for him there is no liberty; his point of departure is not emotion extracted from life, from its virginal source, but a text which has been worked, subjected to an itinerary of creation, to precise boundaries. The translator is condemned to create the poem with other linguistic stuff (without making the original poetic creation disappear), as if he were required to reproduce a painting without having the same colors at hand on his palette. By its very nature, the translation of a poem is thus technically more difficult than original poetic creation.”

In order for this operation not to go awry, there must be the maximum connection between author and translator, a meeting of the minds, a true affinity. In such a case, “to translate is to confess.” This is why, in the essay cited, the poet found the biographical coincidences to be of the highest importance (the fact that he and his Croatian translator were the same age, the fact that they were both born in maritime cities, etc.).

Having been seduced by his theory, I sit and contemplate the affinities that, 20 years ago, must have led me to become Ribeiro Couto’s translator: a thirst for travel combined with a fear of departures? A palate curious for foreign languages and dishes? An interest in the problem of communication between men of different races? Love for French language and culture?

But no matter how great the affinity may be, the result will always be a work of art that is other, and different. What is important is that it continues to be a work of art; that, located in the poetic zone of the new language which is most similar, it evokes its prototype through the greatest possible number of logical, emotional, and musical analogies.

The fact that here the poet and the translator coincide presents us with a case rare in poetic translation. Ribeiro Couto, who recognizes this himself, did not hesitate to take advantage of this fact. Aware of the emotional reason and the intentions of each element of his text, more than once he preferred to remake the poem rather than translate it, “a liberty that true translators cannot allow themselves.”

An example of these poems rewritten in French will give us an indication of their quality. The two juxtaposed texts will allow us to feel how the substantial unity of the poetic atmosphere remains, in spite of the displacement:

**LE CARGO**

Le petit cargo
N’a pour équipage
Qu’un seul matelot.

Mystère marchand
D’un vague royaume
Dans cet océan,

Il va de l’avant
Sans changer de route
Quel que soit le temps.

Lentement il va
Mais avant bien d’autres
Il arrivera.

**NAVIO CARGUEIRO**

Navio cargueiro
De um só tripulante,
Nunca vai ligeiro.

Mistério mercante
De nação ignota
Pelo mar adiante,

Não muda de rota,
Com vento ou nevoeiro
A mão que o pilota.

Nunca vai ligeiro!
À ilha distante
Chegará primeiro.

We who discover the mysterious contraband of poetry in the cargo of the ship, slow but steady on its course, feel the lack, in the French text, of the wind, of the fog, of the hand, of the distant island, but, in compensation, we welcome the new force that comes from the incorporation of expressions which are viscerally French, such as: n’a pour équipage, d’un vague royaume, and il va de l’avant. Through translations like this, the French reader will be able to get a rather exact idea of a poetic work which is light and dense at the same time.
reticent and allusive without being hermetic, with equally strong roots in sensitivity and humor, and with an intimate quality at once Brazilian and universally human.

Perhaps there is in the French text just cited one or two elements that make us sense that it is a translation (for example: dans cet océan). In other texts in the book one could point to similar spots (which would be hard to find in Rive Étrangère and Jeux de l’Apprenti Animalier, two earlier French volumes in which the poet published his verses). Accustomed as I am to the subtle games of linguistic invention on the part of Ribeiro Couto, I lean toward the hypothesis that this “air of translation” is not entirely involuntary. I also think that a translated poem should almost give the impression of being an original poem. Were it not for the almost, one would arrive at an expressive adaptation to our language environment, in which the halo of the exotic, which is so attractive in these distant appeals to our sensibility, would be extinguished.

Selected by the poet, and thus double characteristics of his tendencies, the volume faithfully represents the colors, themes, and atmospheres of Ribeiro Couto’s “long day,” a day which we hope continues indefinitely with the same painstaking and calm intensity. Interviewed by a French journalist, the author felt that the mission of the artist consists in communicating a certain happiness, a taste for living. It is this happiness which the foreign reader will find in Le jour est long—serene, intimate, restrained, this taste, ardent, but transfigured into pure art.

Notes
Translating Meat Cuts for Menus

By M. Eta Trabing

Many translators and interpreters receive requests to translate/interpret menus for foreign visitors in restaurants, as well as for cookbooks, grocery chains, hospitals, hotels, schools, and other food service institutions. It seems such an easy thing to do. After all, we all know what we are eating, right? Wrong! The translation of foodstuffs (never feedstuffs, which are for animals only!) can be quite complicated. The English language alone contains various names for the same vegetable or fruit. For example:

- jicama, jicima, Mexican potato or yam bean (*Pachyrhizus angulatus* or *Dolichos bulbosus*);
- taro root, eddo, colocasia, dasheen (*Colocasia esculenta* var. *antiquorum*); and
- tamarind, Indian date, date of India (*Tamarindus indica*).

Unless you go back to the Latin taxonomy, you’d never know for sure which of the above was which. Even the Latin binomials change periodically as plants are reclassified. So, for a while, you get two Latin names and, in time, only the newest one. It helps to know that all species of squash may be divided into soft-skinned or summer squash and hard-shelled or winter squash. The hundreds of varieties of both table and wine grapes, as well as the many varieties of olives, keep their original names, whether English, French, German, Italian, Spanish, etc.

In the U.S. today, foods from many different cultures are available to the general public, and the translation problem has been solved by adopting the original words into our vocabulary (even if mispronounced): chop suey, chirashi sushi, salami, pecorino romano, quiche, paella, bratwurst, to name just a few among hundreds. And many typical American dishes are hard to translate into other languages—try explaining fruit cobbler, chicken-fried steak, or the British rarebit!

Meat is cut and processed differently from one country to another. Again, it is difficult to make cuts match. Names of similar meat cuts also differ from region to region in a given country, and certainly from country to country in a given language (Spanish, for instance), with each country using its own names. There are a few really expensive cuts, such as tenderloin, also known as filet mignon, which are recognized throughout the western world, thanks to the dissemination of elegant French cooking.

This article (which was originally presented at ATA’s Spanish Language Division Conference in San Antonio, Texas, April 25, 2003) has been adapted to provide general information on red meats so that translation from English into a non-specific language may be made a little easier for all translators and interpreters.

What is meat? Meat is the edible part of a carcass (the slaughtered animal), usually just the muscle and not the fat and connective tissue. Bones are not edible except for the bone marrow, which is a delicacy in many countries. Connective tissue (collagen) is used to make edible gelatin. Lean meat is about 72% water, 20% protein, 7% fat, and 1% other (minerals, vitamins, and some fat) [Ensminger, Audrey, et al. 1986. *Food for Health—A Nutrition Encyclopedia*. Pegasus Press, ISBN 0-941218-07-4].

**Red Meats vs. Other Meats?**

- Red meats are those that are red when raw. These include: beef, calf, veal; mutton, lamb; pork; goat, kid; and what is known as the “variety meats” of the aforementioned.
- Ratites include: emu, rhea, and ostrich (not officially categorized yet, although their meat is comparable to beef, and therefore usually considered a red meat).
- White meats are those that are white when raw. These include (depending on who does the defining): all poultry, which includes chicken, turkey, duck, goose, Cornish hens, and rabbit (although rabbit meat is actually red). Veal and pork are actually red meats, but through clever advertising, they are occasionally accepted as white meats. All fish, even if some are not white per se (salmon), are considered white meat.
- Game (all wild birds and animals used for food). These include all types of deer, wild boars, and all kinds of edible birds (i.e., partridge, quail, pheasant, pigeon, etc.), although many game animals are farm-raised today to meet the demand.

Fat makes meat juicier, more flavorful, and somewhat more tender—the more marbling, the higher the meat quality (like in Premium cuts or Certified Angus Beef® cuts). Fat from grain-fed animals (like in the U.S.) is whiter, while fat from grass-fed animals (like in many other parts of the world) is more yellow. There are three kinds of fat in red meat animals:

- Subcutaneous, or external fat: covering the outside of the carcass under the hide.

By M. Eta Trabing
Translating Meat Cuts for Menus Continued

• Seam fat, or intermuscular fat: located between the various body muscles; and
• Marbling, or intramuscular fat: little flecks of fat inside the individual muscles.

Other terms used in the marketing of red meat are:

• “Lite” and “lean,” or “low fat.” This means no more than 10% fat or at least 25% less fat than is usually found in the marketplace. Many cuts fit these denominations when the external fat is removed.

• “Natural.” This generally means no artificial flavorings, coloring, chemical preservatives, or other synthetic ingredients, and a minimum of processing. Fresh (as in not frozen) red meat qualifies as natural.

• Sometimes “natural” means that the animals have not been exposed to drugs, hormones, or pesticides, or that the animals have been raised on the range (open fields) instead of in a feedlot. This meaning is generally criticized because it is no better than the other “natural” meat. Any medications or growth hormones given to animals in a feedlot have a specific withdrawal period prior to which the animals are not allowed to go to slaughter. So there should be no residue in the meat at all by the time it is processed.

Inspection: All meats are inspected by the Meat and Poultry Inspection Service (MPIS) of the Food Safety and Inspection Service (FSIS) of the U.S. Department of Agriculture (USDA). Inspection is mandatory. Packing/slaughtering plants that sell only in one state may have state inspectors instead of federal inspectors, but the criteria and regulations are exactly the same.

FSIS is responsible for the safety of the American food supply. Animals are inspected before, during, and after slaughter. Any sick animal leaves the food chain immediately. Viscera (internal organs) are inspected visually during slaughter, as is the carcass itself. If anything out of the ordinary is visible, both the viscera and the carcass are taken off the line and separated for further inspection.

Grading: The grading of meats is a voluntary process. The USDA provides and pays for the federal meat graders who work in the various packing/slaughter plants around the country. There are two kinds of grades established by the USDA: Quality grades and Yield grades. Below are the USDA grades for red meats.

**Beef**

• **Quality grades:** Prime, Choice, Select; Standard, Commercial, Utility, Cutter, Canner (with only the first four entering the human food chain).
• **Yield grades:** 1, 2, 3, 4, 5 (with 1 the leanest and 5 the fattest).

**Calf/Veal**

• Quality grades: Prime, Choice, Good, Standards, Utility.

*** Beef (usually steers and heifers, very occasionally bulls and cows) and veal must be graded for both quality and yield. Cows are not eligible for the Prime grade.

**Lamb/Yearling Mutton**

• **Quality grades:** Prime, Choice, Good, Utility.
• **Yield grades:** 1, 2, 3, 4, 5 (with 1 the leanest and 5 the fattest)

*** Lamb and yearling mutton may be graded for quality or yield, or both.

**Pork**

• **Yield grades:** U.S. No. 1, U.S. No.2, U.S. No.3, Medium and Cull (sows).

Yield grades indicate the actual amount of lean meat and fat obtained from a given carcass that can be used for retail sales. This includes some bone, such as in T-bone steaks. The average yield or dressed carcass is 60-65% of the live weight of the animal. The remainder is discarded bone and viscera, head, hoofs, and hide. A 1,000-pound steer will yield a dressed carcass weighing about 600 pounds. This will yield about 465 pounds of beef. Of this:

• 25% will be steaks;
• 25% will be roasts (usually entire muscles); and
• 25% will be stew meat, trimmings, and ground beef; and
• 25% will be fat, bone, and shrinkage.

The average American will not see any indication of yield grades in the supermarket. In some packing/slaughter plants, the yield and quality grades are used to pay the producer of the steer or heifer (value-added premiums). Other plants use standard rates regardless of how good or poor the animals may be.

Quality grades indicate tenderness, juiciness, and flavor. The grade is based on the amount of marbling (flecks of fat in the lean) and the age of the animal. The higher the grade, the more tender, juicy, and flavorful the cut should be. As shown in the
chart above, the degree of marbling, the meat-to-bone ratio, and the animal’s age indicate the quality grade it will fall into. The shaded grades are usually the ones found in restaurants and sold in retail stores and supermarkets.

**Prime** is the highest grade in the U.S. beef grading system. Prime has the most marbling and is produced in limited quantities. Prime beef is most commonly sold in fine restaurants and specialty meat markets, and is exported to upscale restaurants in foreign countries.

**Choice** has less marbling than Prime, but more than Select. It is typically found in the service meat case of your local grocery store.

**Select** has the least amount of marbling of the top three grades, making it leaner, but possibly less tender, juicy, or flavorful than Prime or Choice. Select is most commonly found in the self-service meat case at your local grocery store.

Anything graded less than Select rarely makes it into the fresh beef food chain for human consumption. It goes into canned meats and animal feeds (for dogs and cats). People in different parts of the country prefer different grades. For instance, in California, you will find more Select meats, in the Midwest more Choice meats, and so on. For translation purposes (whether for domestic or export uses), the grades retain their American nomenclature.

**Dark cutters**, another category of beef, refers to the dark meat (instead of bright red meat) which occurs when animals are stressed (due to weather changes, rough handling, fighting amongst themselves, etc.). The stress reduces the glycogen (sugar) in the muscle at the time of slaughter, resulting in a high muscle pH (less acid) after chilling. The meat looks less appetizing when raw and is kept out of retail sales. However, as the taste is exactly the same, the dark cutters usually end up in the food service industry (restaurants, schools, etc.), as the customer will only see it already cooked.

**Dry vs. Wet Aging of Beef and Other Red Meats**

**Aging** means beef held at refrigerated temperatures for an extended period of time so as to maximize the flavor and tenderness, which occurs through the meat’s natural enzymatic processes. Research indicates that the optimum aging period is 10-14 days. This aging usually occurs at the packing plant and occasionally at wholesale distributorships.

**Dry aging** is not used very much, except at very upscale restaurants, because of the higher costs involved. Dry aging is when the cuts of meat (like a rib roast) are left on a refrigerated shelf without protective packaging. The outside of the cut will become dry and hard, so it has to be cut away prior to cooking. This may represent a 4% to 19% yield loss, which means that the price of the cooked product will be considerably higher.

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### Relationship Between Marbling, Maturity, and Carcass Traits for Quality Grades

<table>
<thead>
<tr>
<th>Degree of Marbling*</th>
<th>Maturity (A the youngest, E the oldest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A**</td>
</tr>
<tr>
<td>Slightly Abundant</td>
<td>PRIME</td>
</tr>
<tr>
<td>Moderate</td>
<td>CHOICE</td>
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<tr>
<td>Modest</td>
<td></td>
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<tr>
<td>Small</td>
<td></td>
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<tr>
<td>Slight</td>
<td>SELECT</td>
</tr>
<tr>
<td>Traces</td>
<td>STANDARD</td>
</tr>
<tr>
<td>Practically Devoid</td>
<td></td>
</tr>
</tbody>
</table>

* The degrees of marbling have been established by the USDA for the whole country.

**Almost all commercial beef consumed in the U.S. is Maturity A, from 9 to 30 months of age.
**Translating Meat Cuts for Menus** Continued

**Wet aging** is pretty much the industry standard nowadays. Wet aging is when the cuts of meat are placed in protective packaging, such as vacuum-packed/sealed plastic bags. The vacuum removes the oxygen, which, in turn, stops the growth of certain bacteria and prolongs the shelf life of the fresh meat. (One can hardly buy pork tenderloin any more except in vacuum-packed packages.) The beef will take on a dark, almost purplish color while packaged, but once opened, it will slowly (in about 15 minutes) turn bright red again, or “bloom,” as it once again becomes exposed to oxygen. There is only a 1% yield loss through blood and juices when using this system.

Research has indicated that there is no difference in tenderness, juiciness, flavor, overall palatability, cooking shrinkage, or loss between wet and dry aging, although some people believe that dry aging provides a more intense flavor.

**Beef and Veal**

Each whole carcass of beef is split lengthwise into two sides (side of beef). Each side is then cut into forequarter (anterior part of animal, separated between the 12th and 13th rib) and hindquarter (posterior part of animal that includes rib #13). These quarters are then divided into what are called the four primals: chuck, rib, loin, and round.

**Chuck:** The chuck primal contains the neck, shoulder clod, foreshank, brisket, and chuck tender. It is cut between the fifth and sixth ribs that separate the short plate. The second cut separates the foreshank and the brisket. The brisket is separated into the flat half and the point(ed) half by a hard layer of fat called the deckle. The chuck tender is also called the Scotch tender and mock tender because it looks like a small tenderloin. The foreshanks (front legs) contain bone marrow and are also called soup bones.

**Rib:** The ribs primal contain what is left of the forequarter after the chuck has been removed; that is, seven ribs (6th through 12th), ribeye (the muscle that forms the “eye” of the ribs), plate, short ribs, riblets, and skirts. The ribs themselves can be cut into club steaks, Delmonico, or market steaks, New York or Kansas City (or K.C.) steaks, Porterhouse steaks (which look like the T-bone, but have a larger filet mignon), and T-bone steaks. Back ribs or riblets are short across the seven ribs and have a cover of fat, with just a little lean left on them. The thin layer of meat between the ribs is known as finger meat or rib fingers. The plate is the flat meat that covers the lower ribs. The skirts cover the abdominal area and are divided into outer skirt steak (which is the diaphragm) and inner skirt steak.

**Loin:** The loin primal contains what remains of the hindquarter after the round has been removed; that is, the 13th rib, strip loin, sirloin, tenderloin or filet mignon, rump (over the hip bone), tri-tip (a triangle between the rump and the sirloin), and flank (between abdomen and hind leg). The sirloin is divided into the ball tip, the bottom sirloin, top sirloin, center sirloin, sirloin butt, and sirloin tip. The strip loin is the loin without the filet mignon. The tenderloin is divided into the butt (or large) end, the tenderloin proper, and the tail (thin) end (also called tails tender).

**Round:** The round primal basically contains the hind leg, which includes the bottom round (also called outside round), top round (also called inside round or topside), knuckle (a large round cut in the center), eye of round (just about the leanest cuts of meat), and hocks or shanks. Only two tail vertebrae remain on the round. When the bottom or outside round includes the eye of round, it is also called the gooseneck. When it excludes the eye of round, it is called silverside.

The veal carcass is generally not split down the middle, but left joined along the backbone. It is divided into the hindsaddle: cut between the 11th and 12th rib (ribs #12 and #13 remain with the hindsaddle) and the foresaddle (consisting of 11 ribs). All primals and cuts are the same as for beef, except that rib steaks are called chops (either rib or loin chops, depending on their location). Veal cutlets are any thinly sliced cut from the round.

**Lamb and Kid**

Lamb and kid carcasses are not split down the middle, but left joined at the backbone. The carcass is divided into the hindsaddle: cut between the 12th and 13th rib (rib #13 remaining with the hindsaddle) and the foresaddle (consisting of 12 ribs).

The primals are: double legs, double loins, rack (ribs) and shoulders.

The foresaddle consists of: bracelet (eight ribs, split between fourth and fifth ribs), chops, breast, foreshanks, neck and shoulders.

The hindsaddle consists of: flank, hindshanks, legs, double loin, loin chops, ribeye, and sirloin.

**Pork**

Pork carcasses are split lengthwise along the backbone. The skin is left on, although all the hair is removed.
(through a very hot dipping bath). The jowl is left intact, although the head is removed. The sides are divided into the following primals: fresh ham, loin, Boston butt, and picnic shoulder.

The fresh ham primal consists of: fresh ham (the hind leg, not ham as in deli meats— in translation it is not called “ham”), cutlets (any thinly sliced cut from the fresh ham), ham hocks, inside muscle, outside muscle, knuckle (corresponds to inside/outside round and knuckle in beef), rump (also called ham butt and chump), Shank and tail.

The loin primal consists of: backfat, back or baby-back ribs, bacon, pork belly or belly, chops, loins (foreloin, hindloin, center loin), sirloin, spareribs, and tenderloin.

The Boston butt primal consists of: the Boston butt or shoulder butt and neck bones.

The picnic shoulder primal consists of: breast, jowl, picnic shoulder (lower shoulder area), shoulder hocks, and pig’s feet.

Variety Meats

The variety meats consist of: braided marrow gut (first segment of small intestine); brains; cheek meat; ears; entrails or guts (stomach and intestines); feet; haslet (pig’s entrails only); head meat; heart; intestines (generally means small intestine); kidneys; large intestines; lips or ox lips; liver; lungs; marrow bones; mountain oysters or Rocky Mountain oysters (calf testicles); pancreas; sweetbreads (the thymus gland); tail or oxtail; tongue; tripe: divided into honeycomb tripe (from rumen [or first stomach]) and reticulum [or second stomach]); and omasum tripe (from omasum [or third stomach]); and udder and weasand (muscle that surrounds the trachea).

Meat Safety

Like humans, live animals carry bacteria on their surfaces (hide, hair, hooves) and in the gastrointestinal tract. The number of bacteria in muscle tissue of normal, healthy animals is small.

Although consumers worry about chemical residues, the greatest danger is bacteriological contamination (foodborne diseases). There are millions of cases of foodborne diseases every year, and not one case has been associated with such chemicals as pesticides, hormones, antibiotics, etc.

There are three general types of bacteria on meat: (1) aerobic symbiotrophic bacteria (which need oxygen and cold to survive); (2) lactic acid bacteria (which can survive without oxygen); and (3) mesophilic bacteria (which need human/animal body temperatures to survive).

The bacteria naturally present in foods are: Salmonella, Escherichia coli O157:H7, Campylobacter, Clostridium perfringens, Listeria monocytogenes, and other E. coli, plus the toxins released by such bacteria as Staphylococcus aureus or Clostridium botulinum. Obviously, these should not be present by the time the foods reach the human food chain. Opportunities for microbial contamination exist not only during slaughter, processing, transporting, and marketing, but most often occur during preparation and handling of food in homes or in foodservice establishments. The Centers for Disease Control’s studies indicate that cases of foodborne diseases originate: 77% in the food service industry; 20% in homes; and 3% at food processing plants.

All contaminations are the result of poor sanitation, improper storage times and temperatures, and/or poor hygiene by handlers.

The 3 C’s of meat safety are: Keep it Clean, Keep it Cold, and Cook it properly.

Keep everything that touches food clean.
• Wash hands before preparing food.
• Don’t let raw meats touch other foods or cooked meats.
• Wash hands and all utensils and surfaces with hot, soapy water after contact with raw meat.
• Avoid cross-contamination.
• Use separate cutting boards for raw meats, raw poultry, and raw fish.
• Use separate cutting boards for cooked meats and vegetables or raw salad ingredients.
• Carefully wash cutting boards and knives with hot, soapy water and then sanitize with a solution of household bleach and water. Some cutting boards can be washed in the dishwasher.

As a general rule, keep cold foods cold and hot foods hot.
• Pick up meats and refrigerated items last during your shopping trip and then go straight home.
• Store properly wrapped meat in the meat compartment or the coldest part of your refrigerator. You may want to place meat in a plastic bag to prevent possible leakage.
• Thaw meat in the refrigerator or microwave (at reduced power setting). Do NOT thaw meat on the kitchen counter or under cold running water.

➡
• Do not wait for leftovers to cool down. Store them in small, shallow, covered containers within two hours of cooking.

Keep the refrigerator setting at 35°F to 40°F and the freezer at 0°F or below. Proper storage and refrigeration of both raw and cooked beef is important for quality and safety. Beef can be frozen in its original transparent packaging for up to two weeks. For longer storage, you can prevent freezer burn by rewrapping beef in moisture-proof, airtight wrapping materials such as heavy-duty aluminum foil, freezer paper, or plastic freezer bags. Label and date all packages.

Cook It Properly. Use an instant-read thermometer to verify cooking temperatures.

Certain bacteria that may be present in food, such as E. coli, are eliminated by cooking foods properly. Heat kills the E. coli bacteria. Follow these cooking guidelines to keep food safe:

• Cook ground beef to 160°F internal temperature. Cook ground beef until there is no pink and the juices run clear.

• If you insist on eating steak tartar or carpaccio, handle the raw meat very carefully and eat it as soon as possible after preparation. Don’t let it sit around!

• Steaks and roasts. Since bacteria may be found on the outside of steaks, you will eliminate any bacteria that might be present by heating to the internal temperatures listed below. Ground beef, however, must be cooked more thoroughly.
  - 145°F internal temperature (medium rare);
  - 160°F internal temperature (medium); and
  - 170°F internal temperature (well done).

• Reheat carry-out meals and leftovers to a minimum internal temperature of 165°F and stir to cook evenly.

• When basting grilled meats, brush sauce on cooked surfaces, rather than on raw meat. Be careful not to contaminate fully cooked meats by reusing leftover marinade or adding sauce with a brush previously used on raw meats. Bring marinades to a rolling boil for one minute for safe use on cooked meats.

• Stir, rotate, and cover foods when microwaving to ensure even cooking. Check temperature with an instant-read thermometer in at least three spots, and follow recommended standing times outside the microwave so food completes cooking.

(Source: The 3 C’s — Texas Beef Council)

When Buying Red Meats

• Start with the visual appearance: bright, cherry red color, except for vacuum-packaged beef, veal, and pork.

• Watch out for brown and bloody ground meat, since it’s been packaged too long (and was ground a while before packaging). It will be safe if eaten immediately, but don’t keep it in the refrigerator for more than one day.

• Whole muscle cuts (roasts) should be firm to the touch, not soft.

• Packages should not have any cuts or tears in them and should be cold.

• The packages should not have excessive liquid in them (those juices are called purge or exudate).

• Buy before “sell-by” date. And use before “use-by” date.

During cooking, meat changes from red to bright pink, then pale pink, then brownish as it becomes almost done. It then begins to dry out and finally to char and burn if you continue to cook it! The 70% or so of water in meat decreases during cooking, and the amount that remains in cooked meat is one of the factors that determines juiciness (a well-done steak will be much less juicy than a medium rare steak). Fat melts during cooking and some of it is lost as drippings. Fat contributes to the flavor of meat.

Connective tissue, if cooked with moisture, gelatinizes and becomes softer. The weight and size that is lost when cooking meat is called shrinkage or cooking loss. This can vary from 10% to 50%, depending on the method used.

When Cooking Meats

Generally, low temperatures are preferred for cooking meat. If two roasts are cooked to the same degree of doneness, losses will be less for the roast cooked at low temperatures than for the roast cooked at higher temperatures. When cooked in liquid, simmering is preferred to boiling. Meats will cook more evenly at lower temperatures.

Only broiling may require somewhat higher temperatures, although searing to “seal in the juices” is frowned upon nowadays as it dries the meat out, reduces flavor, and increases shrinkage (but chefs may have different opinions!). Obviously, the thicker the cut of meat, the longer it will take to cook.

Dry Heat and Moist Heat for Cooking

Certain cuts of meat are naturally more tender than others. For instance, any cut from the round (or hind leg) will be leaner and slightly less tender,
particularly if the animal does a lot of walking when foraging for food and getting to water. The tenderest cuts (and the most expensive) are along the backbone and under the ribs (loin steaks, ribeye, tenderloin, and sirloin). These are also called middle meats, as they are in the middle of the body. “End meats” can come from the fore or hindquarter, as these are at each end, and are generally less expensive, with forequarter cuts being the cheapest.

The natural tenderness of a cut usually determines the method of cooking. A less tender cut does better when cooked with moisture. Tender cuts do better when grilled or broiled quickly.

Moist Heat
- **Braising:** when the meat is quickly browned and then is left to cook in its own juices or by adding very little water or some other liquid. The pot is usually covered.

Dry Heat
- **Roasting:** cooking the meat in the oven in an uncovered roasting pan, with no liquids added. The meat is placed on a grill so that it won’t sit in the drippings and liquids.
- **Broiling:** Works best with thin cuts (one- to two-inches thick). One can vary the distance between the grill and the source of heat. The meat is turned only once.
- **Pan or griddle broiling:** generally, no fat or oil is put on the griddle or in the pan. The fat is removed as it accumulates, and the meat is turned a few times so that cooking will be even.
- **Grilling:** cooking on a grill over an open fire (briquettes, charcoal, or wood).

- **Frying:** cooking in fat or oil.
  - **Sauting:** frying in only a little fat or oil, generally at high temperatures and for short periods.
  - **Pan or griddle frying:** letting liquids accumulate as the meat cooks. Generally, these are individual portion size cuts, rather thin and tender.
  - **Deep-fat frying:** frying by immersion in oil.
  - **Stir-frying:** a Chinese style of sautéing, stirring all the time.

(Source for cooking meats: U.S. Meat Export Federation)

Conclusion
It is hoped that this outline explaining American cuts and methods of processing and cooking meats will be helpful to translators and interpreters who find themselves in this unenviable position.

Call for Candidates:
Putting a Human Face on Linguists

“The American public doesn’t understand the relationship between interpreters and translators and their own prosperity, well-being, and security,” said former White House Press Secretary Dee Dee Myers in November 1999, acknowledging an image vacuum that plagues language service providers.

One way to raise awareness, she told her ATA audience, is to “put a human face on the translators and interpreters who are out there doing the hard work.” To connect translation to the lives of the American public by telling the story of translators on the job, “whether it’s at the Olympics or at a trade summit, or as part of some private business deal.”

ATA’s PR Committee agrees. And in our ongoing effort to raise awareness of the profession, we will be profiling a selection of translators and interpreters drawn from the association’s membership this year.

If you have a story to tell—an interesting assignment, a notable success, an unusual language combination, or simply a passion for your work—please contact us. If you can recommend a colleague with a story, we’re interested, too. You provide the background, we’ll do the write-up. Send a brief description of what makes your practice special to ata@atanet.org (mark your mail “translator profile candidate”), and help us promote the profession!

Kevin Hendzel  
Co-chair, ATA Public Relations Committee  
khendzel@asetquality.com

Chris Durban  
Co-chair, ATA Public Relations Committee  
chrisdurban@compuserve.com
Continuing education has come to town! ATA members who seek to renew their ATA certification must earn and report continuing education points. We have updated the grid that explains the continuing education requirement and describes ways to earn points. For complete details, please see our website at www.atanet.org/acc/credits_explained.htm.

As you will notice, the requirement is now defined in terms of continuing education points (CEPs). We changed the terminology from credits to points to avoid confusion with a commonly used term that is measured differently.

How to request ATA approval for continuing education events

ATA maintains an internal database of approved events at which ATA-certified members may earn continuing education points (CEPs). Events sponsored by ATA or by ATA chapters and divisions are automatically approved as soon as the pertinent information is received at ATA Headquarters. For all other events, the sponsoring organization or the individual attending the event must apply for approval. Two simple forms and instructions to apply for approval are posted on our website.

The Group Form:
ATA chapters and divisions: Use this form to provide the basic information for our database. Please be prepared to provide attendees with a certificate of attendance.

Other organizations (including affiliated groups, international translation organizations, and universities): Use this form to request ATA approval for courses and presentations. Approval may be withheld if documentation is insufficient or if the educational content does not meet ATA criteria. You may not advertise ATA continuing education points until approval is granted.

The Individual Form:
Individuals: Use this form to apply for CEPs for an educational or professional presentation or course starting in January 2004, including events offered outside the U.S. by international translation and interpretation organizations and other professional institutions. (The content of the course or presentation should be related to the work you do.) You can apply in advance or after the fact, but documentation is required. Approval may be withheld if documentation is insufficient or if the educational content does not meet ATA criteria.

How to document attendance at approved events

ATA and ATA chapter-sponsored events will provide a simple certificate of attendance. Attendance at non-ATA events can be verified by:

- A certificate of attendance;
- A report card or school transcript;
- A financial statement clearly indicating payment for the event; or
- A signed statement confirming attendance by the event organizer.

How to prepare for reporting points

Get organized now! Create a file just as you would to report income tax information.

- For courses, workshops, or seminars: Keep copies of your certificates of attendance or other acceptable forms of verification.
- For memberships in professional associations (translation, interpretation, and specialization-specific): Keep a record of membership payment. (Your ATA membership counts as well.)
- For approved ATA activities, such as mentoring or exam grading: Simply record the years of your participation.
- For eligible published books or articles: Record the title of the article or book, the journal title, and the date of publication.

Other important facts to remember

- You can start accruing points now, but you will not report them to Headquarters until 2007.
- ATA Headquarters will notify you in advance of the date you need to provide documentation.
- To maintain your certification, you need to earn and report just 20 points in each three-year period.
- You can claim no more than 10 points for any given year.
- If you will be 60 years old by 2007, you are not required to earn or report points.

Check out the photo gallery from ATA’s 44th Annual Conference at www.partypics.us.
The pictures are available for purchase in a variety of sizes.
As announced at the recent ATA Annual Conference in Phoenix, the U.S. edition of *Translation, Getting It Right* is now available in both print and electronic format (it was also enclosed in the October issue of the *ATA Chronicle*). This handy brochure is a best-practice guide designed to help buyers of translation spend their budgets wisely, and includes feedback from ATA members on the initial version. Tips are illustrated with stories that originally appeared in The Onionskin.

• To download a free printable version of the PDF file, go to ATA’s website (www.ataorg.net).

• If you would like paper copies, please contact ATA Headquarters directly. These copies are sent free upon request.

You may already know exactly what you are going to do with your print copies. If not, here are some practical suggestions on using the brochure to promote your business:

• Attach a copy to translations you deliver to clients, or send a copy to in-company contacts. Even clients who do not need education should glean a few helpful insights to make the next job go more smoothly.

• Do a general mailing of your CV and enclose a copy of the brochure. Space is provided on the inside back cover for you to place a stamp or card with your name and contact details.

• Attach a copy to estimates sent out to clients, new and old.

• Send out copies with your next client newsletter.

• Have copies to distribute to potential clients when you attend trade shows and professional events.

If you’d like to help raise industry awareness as a whole:

• Send a copy (or several) to your local Chamber of Commerce (remember, a named contact is best). In your cover letter, explain: 1) that the brochure can be downloaded for free from ATA’s website (www.atanet.org); and 2) that paper copies can be ordered directly from ATA Headquarters.

You might add that you are a local ATA translator who is eager to serve Chamber members.

• Whenever you see a translation blooper—a poorly translated brochure, a skewed website, a silly multilingual sign, etc.—look up contact details for the offender and send a copy of the brochure to a named person in that company (the higher up the corporate hierarchy the better). Include a pleasant note and refer them to the appropriate page(s) in the guide. (This has maximum impact if you enclose a photocopy of the flawed translation.)

• When journalists Get It Wrong in writing about translation, send them a copy—again, with a pleasant note (remember, they’re often up against tight deadlines).

The aim in producing the brochure was to give monolingual buyers of translations some very basic guidelines in a readable, nonthreatening format. ATA hopes it will serve you and your business well, and welcomes feedback. Should you have any questions, please contact ATA Headquarters directly.
What is the best way to educate translators? Over the last 50 years, numerous contributions have been published that discuss various aspects of translator training, including Volume III and Volume XII of the ATA Scholarly Monograph Series. One of the most recent publications, Donald Kiraly’s Social Constructivist Approach to Translator Education, offers a new perspective and approach to the translation classroom, which I, being a translation instructor myself, found particularly intriguing.

Overall, Kiraly’s book is an extremely valuable discussion of an alternative approach to classroom teaching and course design. It challenges conventional wisdom and encourages instructors to break out of the mold of habit and move beyond the traditional rules of classroom management. Kiraly even caused me to reassess my own practices and to consider incorporating some of his teaching methods.

The underlying principle of the book is its focus on a pedagogy built around social constructivism (seeing knowledge as dynamically constructed from social interactions). In this model, the authoritarian, teacher-centered classroom (Ladmiral’s performance magistrale) is replaced by a community-based model, where: “no authoritative body…imposes some set of rules that translators must apply; they [students] find the authority for their decisions by participating actively in the collectively created values, norms, and conventions of the translation community” (33).

Following two introductory chapters on translator education and various approaches to it, Kiraly, a translation instructor at the School of Applied Linguistics of the University of Mainz, Germany, discusses the key principles of his methodology in Chapter Three. His model is based on a large number of theoretical concepts, including: multiple realities and multiple perspectives in a classroom designed around collaborative/cooperative learning; “appropriation” (students internalizing socio-cultural knowledge); and Vygotsky’s “zone of proximal development,” where appropriation occurs when students participate in authentic experiential learning situations (as opposed to contrived exercises). The instructor’s role is to support the students in collaboratively constructing mental models (referred to as “scaffolding”). The instructor acts not as a corrector or imposer of penalties, but as a sponsor of learning by providing assistance when necessary. This leads to the students being in a “socio-cognitive apprenticeship” with the instructor, who provides them with authentic activities (exercises designed to simulate actual working situations) and interactions in a supportive environment.

The principles just outlined are applied to actual classroom instruction in Chapter Four. Kiraly rejects a traditional “transmissionist” model, where students are happily passive, “disempowered” recipients of knowledge (a learned behavior from past years of schooling). As an alternative model, Kiraly discusses Christiane Nord’s practice-oriented method, which focuses on syllabus design and pedagogical procedures, and how it can be adapted to the social constructivist workshop-style classroom. The “key learning event” around which Kiraly’s classroom is organized is a “publishable translation project…starting immediately after an introduction to translation studies.” The point is to have students work in a highly realistic, if not actual, translation situation. Students take on various roles within a translation team, while the instructor acts as coordinator and expert advisor.

The objective of this approach is to enable students to abstract their own guidelines and principles for professional behavior from their own experience in an authentic learning situation. No one in the classroom is to be the “all-knowing authority.” Instead, the “facilitator” (instructor) represents the community of professional translators and shares his or her experience in group discussions in order to guide students in the direction of what the professional community would consider acceptable translator behavior, rules, and discourse. In order to facilitate the constructivist approach in these classes, Kiraly uses the principles quoted below to structure the design of all of his workshops:

1. As the most valuable learning experiences are authentic experiences, it is essential to situate learning.
2. The most valuable learning experiences are imbued with multiple perspectives, not the transmission of a single truth.

3. Truly collaborative work is an essential part of every learning experience.

4. The goal of each class will be to construct multiple and viable (rather than “correct”) solutions to problems that emerge naturally from authentic projects.

5. Rather than teaching correct answers (truth) to students, it is the instructor’s pedagogical task to scaffold learning, provide substantial support for knowledge construction early in the course or program, and gradually relinquish control over the learning environment to the students themselves.

6. Translator education classes should be designed as socio-cognitive apprenticeship workshops, where students at the periphery of the translation community are gradually drawn into the community’s discourse until they are competent, full-fledged members of the community themselves (pp. 65-69).

Some translation instructors may find it difficult to make the leap from teaching “truth” (or correct solutions) to allowing multiple perspectives, or to give up the centrality of being the instructor in order to become the facilitator. Making such a shift will undoubtedly require a certain amount of work at first, but it may turn out to be very rewarding in terms of increasing students’ satisfaction with the learning experience and developing their competence. The remaining chapters of Kiraly’s book discuss various aspects of translation instruction in the classroom, and how these approaches can be adapted to a social constructivist framework.

Chapters Five and Six focus on introductory workshops and team translation projects. In these chapters, Kiraly discusses in detail how his actual courses were structured, how they worked, and what materials were used. While instructors would have to adapt these ideas to their own situations, the material presented provides highly structured and detailed information on many aspects of the design of such courses.

Chapter Seven deals with electronic tools, and the fact that authenticity today demands that students use the same array of electronic tools and resources as the practicing professional translator. This would, of course, require translation instructors to be thoroughly competent in such tools in order to act as effective facilitators.

Chapter Eight discusses assessment. Assessment traditionally assumes a non-constructivist, objectivist approach with “right” and “wrong” answers. However, Kiraly’s approach to assessment is rooted in the constructivist model, based on Guba and Lincoln’s concepts of trustworthiness (including credibility, transferability, dependability, and confirmability), authenticity, and fairness. The goal is to focus on translation as a complex process that requires multiple axes of assessment, rather than on its end result or product (which can be judged right or wrong).

Kiraly goes on to discuss the German DIN 2345 standard for translation contracts as an example of how a professional standard can influence classroom pedagogical design. While this standard is not designed to assess quality, it does specify features of the translation assignment in the areas of source text, cooperation, translator selection, translation process organization, target text, and review. Therefore, this standard or similar ones can be used to structure the translation classroom, including the assessment process (review). Kiraly argues that a portfolio approach to assessment that includes a number of translations over time would be a potential assessment tool.

In the final chapter, Kiraly turns to the topic of language acquisition. From a social constructivist perspective, the traditional language classroom that focuses on knowing about language (sets of rules, etc.) does not lead to true language acquisition. Instead, a student needs to know how to use language, which is often learned in a “socio-cognitive apprenticeship” through observation of native speakers during an immersion experience. Therefore, Kiraly proposes elements of a constructivist second language classroom, such as using all the senses, abandoning any use of the native language, and being immersed in the sights and sounds of the foreign culture. Of course, this is very much in the tradition of the communicative approach as practiced by many foreign language instructors in the U.S. For the translator, of course, such communicative competence is the indispensable prerequisite to translation competence.

At my own institution, foreign language competence is one of the major issues we face in choosing which students to admit to our graduate program. Undergraduate students, however, can sign up for a major in translation without being “filtered” for language competence. The program is designed to teach them foreign language at the same time as translation. Yet the students who are most successful in either program are those who spend time...
The Translation Inquirer  By John Decker

Address your queries and responses to The Translation Inquirer, 112 Ardmoor Avenue, Danville, Pennsylvania 17821, or fax them to (570) 275-1477. E-mail address: jdecker@uplink.net. Please make your submissions by the 25th of each month to be included in the next issue. Generous assistance from Per Dohler, proofreader, is gratefully acknowledged.

2004 has not yet arrived as the Translation Inquirer writes these words, but the New Year will be here by the time you read this column. With the economy back up, most of you should have a better year than in 2003, and that will be a blessing. My mind naturally leaps ahead to October 2004, when I will have the distinct pleasure of seeing you at the conference in Toronto. The Translation Inquirer reserves the right to be picky about his conference sites: this one will be the first he has attended since Orlando in 2000. The Canadian site will also be closer to his home than any conference since Philadelphia (the turbulent one, remember?). Hard to believe, but that experience is now 10 years behind us—thankfully.

[Abbreviations used with this column: E-English; F-French; G-German; R-Russian; Sp-Spanish; Sw-Swedish.]

New Queries

(E-R 1-04/1) The Lantra-L member who posed this query eventually retracted it, but it is nonetheless a challenge by any standard. The term in question is splash test, a test that is used to rate the protective capabilities of certain specialty fabrics worn by workers in aluminum foundries. What is splashed on is either molten aluminum or cryolite. What is splashed on is either molten aluminum or cryolite. is splashed on is either molten aluminum or cryolite. What is splashed on is either molten aluminum or cryolite.

(E-Sw 1-04/2) A ProZ member was stumped by hot fix in this notification about a CD and DVD burner: An old version of ‘KSTVTUNE.AX’ has been detected. If the application crashes, you should apply the following hot fix for DirectX 9.0b: n%l Press OK to proceed or Cancel to return to the previous page. Yuk!

(F-E 1-04/3) One of very few queries that reaches this column as the result of interpreting work is “la retraite chapeau,” with this explanation: “Elle est devenue un élément traditionnel de la rémunération. Les entreprises paient à leurs plus hauts dirigeants des assurances qui prennent en charge la partie des rémunérations qui vont au-delà des plafonds de Sécurité sociale. En moyenne, les dirigeants sont assurés de toucher entre 60% et 80% de leurs dernières rémunérations.” What is it?

(F-E 1-04/4) Here’s a sentence that caused a Lantra-L correspondent to bog down in four places, all indicated by bold print: “Les carbonates ont été dosés par calcimétrie, en mesurant le volume d’anhydride carbonique dégagé à froid par action de l’acide chlorhydrique au demi, sur des prises d’essais de 500 mg homogénéisées.” What is it?

(F-E 1-04/5) Legalese normally does not stump this denizen of Lantra-L, but “sans préjudice de” certainly did in the following sentence: “En cas de violation de la présente obligation, l’employeur pourra réclamer des dommages.” What is it?

(F-E 1-04/6) In the world of educational qualifications, “Leistungsfach” appears in a Hochschulreife certificate. What kind of subject is it?

(F-E 1-04/7) A clinical research protocol relating to breast cancer, worked on by a ProZ person, contained the puzzling “apparative Nachsorge”: “Die apparative Nachsorge der kontralateralen Brust erfolgt in jährlichen Intervallen.” What kind of treatment is it?

(G-E 1-04/8) There is reason to believe that ProZ replies to this one were way off base. The troubling German word in this sentence was “rastend,” and the entire phrase from an engineering text read like this: “In
nicien de surface” rather than “homme [ou femme] de ménage”).

(F-E 5-03/6) (”serrurier-construc-
teur”): Might locksmith-lockbuilder be a proper equivalent, asks Florence Herbulot? It seems to refer to someone who is rather advanced in the art of constructing locks.

(F-E 7-03/4) (“la population béné-
F-E 7-03/4) (“la population béné-
eficiaire”): This, as Florence Herbulot sees it, is the population that benefits from the help and money provided by whatever program is considered here.

(F-E 7-03/5) (“Etude de cadrage”): Florence Herbulot calls it a study of the environment, to establish a useful working and commercial framework (hence, the “cadrage”).

(F-E 8-03/2) (“remis de visite, aide de visite”): These are not medical checkups, but definitely visits by a medical representative, says Florence Herbulot. “Remis de visite” could be the papers they leave behind to induce doctors to prescribe what the pharmaceutical firm that employs them produces. “Aide de visite” would probably be a sort of checklist, a document to help the representative sell its products.

(F-E 9-03/5) (“in petto”): Various suggestions for English for this have arrived, but not Florence Herbulot’s: without uttering a word. From Wendy Elsberger: in one’s heart of hearts. Wendy notes the misspelling of the query as found in the initial mention of it on page 56 of the September issue, deleting a “t” by mistake.

(F-E 9-03/6) (“brève”): Andréa Basili calls this a small news item or news brief. Ricky Lacina adds that a few years ago, when the Foreign Broadcast Information Service was the Joint Publications Research Service, there would always be a section of News Briefs containing items of a few lines to a paragraph or so long.

(R-E 8-03/7) (бингирование): David Goldman admits he knows nothing about the subject, but learned from a Google search that such a thing as a binary number does exist. If so, then perhaps, he says, this might be an incorrect binary process (see page 55 of the August 2003 issue for the full sentence quoted).

(Sp 9-03/9) (“Está validando bachillerato”): Leonor Valderrama de Sillers explains it this way: In Colombia, when a student flunks one or two subjects in any grade, that student can “validar la material” by taking a comprehensive exam for the subject. If the student passes, then he or she can register for the next grade. If a student is “validando bachillerato,” either that student flunked a couple subjects in his or her senior year and has to retake those exams, or the student can simply take what is known in the U.S. as the GED (general equivalency diploma).

The term has nothing to do with either medical vocabulary or a bachelor’s degree. One of the things to get used to in Colombia is that the nation has no age requirement for a student to be in any given grade. Therefore, you can finish “bachillerato” at age 16, 17, 21, or 23. Leonor should know, having gone to school in Colombia and having had to “validar” Colombian history in one of those years.

Now, shifting to Venezuela and Elsie Millano’s response. By the standards of that nation, whose system involves six years of grade school, five years of high school, and five years of college (a few careers being four), it sounds like the person is having his high school education evaluated by a foreign degree evaluation organization so that he can get into college.

Woeful results seem to follow from efforts to police language to ensure its purity. Examples can be seen in a kind of postscript Ricky Lacina provided for the response about “un brève.” American and English expressions creep ever more into French journalism, says Ricky: “relookage” for new look; “des startup” for startups; “fast food du coin” for fast food joint; “check point” for checkpoint; and “black empowerment” for black empowerment. I’m close to embarrassment, and French is not even my language. But journalists often work under incredible time pressure and cannot be creative.
The humor of tongue twisters depends on the tremendous effort required just to say (or sing) them. Sung tongue twisters are perhaps best known to English-speaking audiences in the works of Gilbert and Sullivan, but they also occur in many other works for the musical stage.

Consider Giuseppe Verdi’s comic opera *Un giorno di regno / A Day in the Reign*, libretto by Felice Romani. In one scene, the rich treasurer of Brittany has decided to jilt his fiancée, a French baron’s daughter, because he has received, or so he believes, a better offer: to marry a Polish princess and become an even richer Polish minister and prince. The treasurer explains the matter to the baron as follows:

Prole magnanima di semidei siete,  
o Barone, si voi che lei;  
ma lo stranissimo avvenimento mi  
leva d’obbligo, scusar mi fa,  
ma lo stranissimo avvenimento mi  
leva d’obbligo, scusar mi fa.

[You are the magnanimous offspring of a demigod, o Baron, you as well as she;  
but the strangest event removes my obligation, excuses me,  
but the strangest event removes my obligation, excuses me.]

Verdi mostly sets these words on rapid triplets, one note to a syllable, at a tempo somewhat faster than *Allegro moderato*, indicating that he wanted the lines to be heard as a tongue twister, or at least as close to a tongue twister as can be achieved in Italian with these words.

English offers irresistible opportunities for upping Verdi’s ante. (I know, a translation should not improve upon the original. I would change that to “a translation should not pervert the original.” I agree with Chris Durban, who, in the new ATA booklet, *Translation, Getting It Right*, states that, “No one reads your texts more carefully than your translator…. This is good news for you, since it will allow you to improve your original.”) The result, in the English translation by Ronnie Apter and me is:

You and your daughter descend from a demigod and you have blood indisputably blue.

But unforeseen and improbable circumstance cancels my prior commitment to you.

I have been offered a princess and ministry and have accepted. What else could I do?

While the mellifluousness of Italian might cause an English translator to miss an occasional tongue twister, the many consonants of Czech present the opposite problem: a tongue twister might be missed among the normal Czech pronunciation difficulties. In the opera *Dvě vdovy / Two Widows*, librettist Emanuel Züngel writes a duet alliterating on b’s, bl’s, d’s, and dl’s, and composer Bedřich Smetana sets it *Vivace*. The two characters try to keep from stumbling over their words and each other:

Ladislav: Dlouhou zde budu bloudit,  
dlouhou zde budu bloudit,  
nežli spatřím člověka?

Mumlal: Podle všeho dá se soudit,  
podle všeho dá se soudit,  
že se příliš, že se příliš neleká!

[Ladislav: How long will I have to wander here, how long will I have to wander here before I see a human being?

Mumlal: It seems it is to be concluded, it seems it is to be concluded that overly, that overly frightened he is not!]

In order to preserve the tongue twister, our singable English translation takes much of its meaning not from these lines, but from subsequent lines of the duet:

Ladislav: Will that shadow shyly shrinking, will that craven slyly slinking gain the courage to capture me?

Mumlal: Bold, unblushing and unblinking; what the devil is he thinking?

Does he think I do not dare to capture him?

As they say, unless you are willing to risk considerable lingual strain, do not try this at home.
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- Silvina Martinez
  - Auburn, CA

Dictionary Reviews Continued from page 57

Immersed in a foreign culture. This fact illustrates that Kiraly’s plea for authentic communicative language teaching is quite justified.

In summary, Kiraly’s book is one that I would recommend to every language instructor. Its methodologies and approaches can be adapted to benefit any type of classroom teaching. Even if instructors do not adopt Kiraly’s methods in their entirety, the interaction with his ideas may still inspire them to seek out new approaches in their own translation classroom.

Geoffrey S. Koby is an associate professor of German (translation) and a faculty member in the Institute of Applied Linguistics at Kent State University, where he teaches undergraduate and graduate courses in translation and coordinates the Bachelor of Science in Translation program. He edited and co-translated Hans P. Krüger’s *Repairing Texts: Empirical Investigations of Machine Translation Post-Editing Processes* (2001). He is co-editor of *Beyond the Ivory Tower: Rethinking Translation Pedagogy* (2003), Vol. XII of the ATA Scholarly Monograph Series. Contact: gkoby@kent.edu.

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